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ABSTRACT

The workshop represented in this proceedings was conducted to stimulate dialogue on the place of remedial instruction in postsecondary education and to promote the effectiveness of remedial/developmental education and the maintenance of educational quality. The proceedings begin with an introduction to the workshop and its 14 resulting recommendations. Next, texts are presented for panel discussions on "Organization and Goals of Remedial Education," "Selling Remedial Education to Administrators, Faculty, Counselors, and Students," "Measuring the Success of Developmental and Remedial Programs," "Effective Instructional Methodologies," "Philosophical Views on the Role of Institutions of Higher Education in Remedial Education," "Legislative Concerns," and "Assessment/Placement/Exit Competencies." The proceedings then offer descriptions of remedial programs at nine community colleges and universities in Texas and Louisiana, followed by 10 mini-presentations on a writing-based developmental English program, computer-assisted and videotape study skills instruction, basic skills development in vocational areas, developmental reading's impact on retention and course completion, an English multi-media learning laboratory, faculty/counselor academic advisement, the stimulation of reading skills, instruction on thinking processes, and a science learning center. Results of a survey of developmental education concerns and the workshop evaluation are appended. (AYC)

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PROCEEDINGS

Workshop on Improving Developmental/Remedial Education

April 12-13, 1982

Coordinating Board
Texas College and University System
Austin, Texas

JC 830 058

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TABLE OF CONTENTS

INTRODUCTION i

RECOMMENDATIONS ii

PANEL DISCUSSIONS AND PRESENTATIONS
- Organization and Goals of Remedial Education 1
- Selling Remedial Education to Administrators, Faculty, Counselors, and Students 10
- Measuring the Success of Developmental and Remedial Programs 15
- Effective Instructional Methodologies 22
- Philosophical Views on the Role of Institutions of Higher Education in Remedial Education 29
- Legislative Concerns 41
- Assessment/Placement/Exit Competencies 49

PROGRAM DESCRIPTIONS
- Alvin Community College 56
- Amarillo College 61
- Austin Community College 69
- Dallas County Community College District 77
  - Cedar Valley College 77
  - El Centro College 80
  - Mountain View College 82
- Southwest Texas State University 86
- The University of Texas at Austin RASSL Learning Services 89
- University of Southwestern Louisiana 91

MINI-PRESENTATIONS
- A Writing-Based Developmental English Program 95
- Computer-Assisted Study Skills Instruction: CASSIP 100
- Developing Basic Communication Skills in Vocational/Technical Areas 105
- Developmental Reading's Impact on Retention and Course Completion 108
- English Multimedia Learning Laboratory 119
- Faculty/Counselor Academic Advisement 126
- Stimulating Critical Reading Skills in the Developmental College Students 129
- Study Skills for Successful Learning: A Videocassette Series 134
- Teaching Thinking Processes 144
- The Science Learning Center: Self-Paced Learning to Fit Individual Needs in Math and Other Sciences 150

APPENDIX A: Survey of Developmental Education Concerns 160

APPENDIX B: An Observer's Report 165

APPENDIX C: Workshop Evaluation 171

Introduction

Developmental/remedial education persists as a problem in higher education. Underprepared students who do not possess the basic skills to successfully complete college level work continue to represent an increasingly larger percentage of the student body. In 1970, the Coordinating Board responded to this issue by conducting a Compensatory Education Project which resulted in recommendations for improvement of remedial services. Subsequently, in 1973, the role and scope of junior colleges was expanded to include compensatory education and these courses became eligible for state funding. In 1979, senior colleges were also approved for state funding for a maximum of three hours of remedial English/reading/writing. Virtually every institution of higher education, public or private, senior or junior, must now deal with the issue of remedial education.

This poses several concerns to the Coordinating Board. For one thing, remedial programs are tremendously expensive to operate. Perhaps even more fundamental is the fact that they represent a duplication of effort, an expenditure of funds to perform a task that the state has already paid to have accomplished in the elementary and secondary schools. Additionally, there is the basic philosophical question regarding the proper role of institutions of higher education in the provision of remedial education and its benefit to society.

In April 1982, the Coordinating Board sponsored a workshop to stimulate dialog on these issues and to promote effectiveness of remedial/developmental programs and maintenance of quality education. Two hundred twenty-one people from 24 public senior colleges, 41 public community colleges and 8 independent colleges attended. These proceedings reflect not only the diversity of opinion expressed, but a commitment to enhance the effectiveness of developmental programs and general quality of education as well. I hope that this conference can serve as the stimulus for developmental educators in Texas systematically to promote research and communication to maintain quality education.

Kenneth H. Ashworth
Commissioner of Higher Education

RECOMMENDATIONS

Workshop participants were asked to identify specific actions which could be taken by the Coordinating Board to facilitate more effective remedial education. The following is a compilation of the most frequently identified suggestions. It is recommended that the Coordinating Board:

1. Continue to sponsor or co-sponsor similar conferences on a regular basis; sponsor a newsletter.

2. Establish a position on entrance requirements for public colleges and universities.

3. Work with the public schools to correct the problem at that level. Formulate definite competencies required for admission to college-level classes.

4. Establish a position supportive of admissions assessment and mandatory placement in developmental education if specific standards are not met.

5. Identify exit competencies required of all students prior to enrolling as juniors in college.

6. Reconsider contact hour funding formulas that drive an increase in student quantity at the expense of quality.

7. Collect data regarding the effectiveness of remedial education in order to establish accountability standards and to build a legislative package supportive of effective programs.

8. Provide a greater leadership role in securing funding and support from the state for developmental programs.

9. Recognize the difference in the needs of open-door and more selective institutions in the extent and nature of programs needed.

10. Recognize the difference between remedial and developmental education. Recognize that many students who may fully qualify as senior college students in every other way may yet have developmental needs in mathematics or study skills areas. Consider approving these for state funding in senior colleges.

11. Distinguish between the purposes of junior colleges and senior colleges; return to the position that the place for developmental/ remedial education is in the community junior colleges.

12. Promote research to develop and identify effective methods, materials, and techniques; sponsor on-site research projects in order to promote enhancement of effectiveness.

13. Actively support more effective teacher training.

14. Visit effective developmental programs; recognize the need and outcome benefit of effective developmental education.

Discussion Panel: Organization & Goals of Remedial Education Programs
Moderator: David Kelly, Coordinating Board Staff

Gilberto de los Santos	Pan American University
June Dempsey	University of Houston
Barbara Dogger	Navarro College
Kay Henard	Amarillo College
Mary D. Lyons	Tarrant County Junior College
Richard Steinacher	Austin College

Kelly: You have in your document some of the issues regarding the organization and goals of remedial education which the panelists have seen, but we didn't make assignments as to which issues should be addressed by which panelist. So we run the risk of a little overlap. I will try to allow about five or six minutes to each of the six panelists to allow some time at the end of the period for questions from the audience. I believe that we'll get maximum benefits from this if we have a great deal of discussion involving everybody here. We'll start by hearing from Gilberto de los Santos of Pan American University.

de los Santos: I think that the purpose of a developmental education program is to provide for the students the academic and personal skills that will help them to succeed in college. I consider retention as one of the outcomes. At Pan American University, for example, we have consistently helped anywhere from 60 to 70 percent of our students, primarily the entering freshmen and sophomores. Last year we helped 4,612 students for an average of approximately 12 hours each during the semester. We have open entrance and open access into the developmental studies. We also evaluated students in terms of GPA, as compared to others who did not use these services. On the average retention rates are about 30 percent higher for those who utilize developmental studies. We evaluate by discipline, and each student being tutored provides information about how they feel about the services and how they are progressing. Last year, it cost us about an average of $106 per student to provide this assistance.

We provide several services which are essential in a developmental studies program. First is an orientation to get students inducted into the university. We provide developmental studies courses in reading, English and math within each department. We have a tutoring lab, which provides assistance to most of the required freshman courses and a few sophomore courses. We have academic, personal and career counseling. We have some study skills which are also an essential part of our developmental studies. Additionally we provide short courses dealing with self-assertiveness, values clarification and other topics of personal development to the student. We also provide some reading skills on a laboratory basis. The overriding factor is to provide the encouragement that students need so that they can continue their studies.

The developmental program can belong in either student or academic affairs. In our university, developmental studies are located in student affairs. I think the program belongs wherever the staff has the commitment to the program. This program requires strong staffs, strong commitment and a caring attitude by the faculty and the staff.

Wherever developmental studies are organized, it is very important to have very strong planning input from the faculty. Faculty must be an integral part of planning. In our institution, a task force defined the needs of our students, the different services that should be provided, how they should be provided, and the goals and purposes of developmental studies.

To the extent possible, given the wide variety of skills that our students bring, instruction should be personalized and individualized. Of course, a diagnostic/prescriptive approach should be used in developmental studies.

It is also very helpful to have a career ladder for developmental staff. In some institutions the faculty actually teach developmental studies. In our institution, faculty teach developmental study courses, but tutoring and other services are provided by non-faculty.

Also, we do need some additional courses because we are an open door institution. The Coordinating Board should take this into consideration. Institutions which have open door admissions should not be treated the same as institutions which have a criteria for admissions. Another factor that should be considered is the value-added of education for both the community college level and the university level. Instead of just looking at degrees that are put out, there should be a very careful diagnosis and assessment of where the students are when they come in and an assessment to determine what they are learning and how they are making progress towards the stated institutional purposes of the academic programs.

Dempsey: I'm from the University of Houston Central Campus, the institution which is located on the main campus in Houston, but I'll also be referring to the Downtown College.

The goals and the organization of a developmental center must be determined by the philosophy of the institution. Sometimes it's a little difficult to figure out what the philosophy of your institution is. If there isn't a stated philosophical statement about the institution, it would seem to be appropriate for you to obtain something from the "powers that be" as to what is the philosophy of the institution. In that light, one can then set up the philosophy, mission and objectives of the learning center. Any mission statement of a remedial program must be consistent with the mission and resources of the institution.

I worked for 10 years in an open-door community college in California which had more than 20,000 students. We accepted anyone who, according to State of California criteria, could benefit from higher education. The developmental education division, one of the 13 major divisions, had 10 percent of the institution's enrollment. Somewhere between 3 to 5 percent of that figure were foreign students whose native language was other than English. That particular college would have a completely different philosophy, mission, and set of objectives than we have at the University of Houston Central Campus.

In fact, at the University of Houston a task force on undergraduate education recently established a new core curriculum which will have minimum courses that students must be able to enter upon enrollment at the university. The minimum math course for all students will be college algebra. The minimum

English course will be a typical freshman composition course. A student who is admissible to the university, but not qualified by virtue of a placement test to enter either of these courses, may not enroll in these or in any other core curriculum courses on campus that require either of those proficiencies as prerequisites. Most programs will require one or the other or both. Therefore, we do need a program which we are calling developmental rather than remedial because it is designed for fully admissible students who are not qualified to enter those courses.

We are actually considering dividing that population. Those who probably can succeed in our core courses with help, as predicted on the placement tests, will be called our developmental students and will receive supplementary instruction while concurrently enrolled in their core courses. Those students who are not predicted to succeed in the typical freshman English or college algebra course within one semester will be declared remedial students. We will have preparatory courses provided for them, but they will not receive institutional credit at the Central Campus, and they will not be taught by Central Campus personnel. Our Downtown College, which is an open-admissions institute, will be responsible for delivering those services. Students will be enrolled at the Central Campus, if they are admissible, but will be taking those courses under the auspices of the Downtown College.

Our philosophy, and consequently our goals and objectives are quite different from the community college that would be just down the block from us. This makes it difficult to talk about what the objectives of a program should be, because our objectives are going to be based on these premises that I outlined for you. But we do know that there are a variety of sources that one can use to determine what your objectives ought to be. If I were setting up a program at institution X, I would certainly want to do a needs survey of both students and faculty to determine what the felt needs are. I would also want to look at the institutional research to determine what the real needs appear to be. Which courses are students typically failing and at what rate? What's the profile of the students who are failing?

I would want to do some kind of needs estimation. When one seeks to upgrade standards, as is happening in higher education, what's going to happen to the population who will still be coming out of high schools with the same level of preparation that students typically have had in the last 10 years. We hope to see some changes in high school education and in the requirements for getting into college. I think those are already underway. At the University of Houston we have undertaken a very serious articulation effort with our major feeder institutions, the high schools and the community colleges, to apprise them of the changes in our core curriculum and our forthcoming changes in admission standards. They can be taking measures at this time to ensure that their students are apprised and prepared by the fall of 1983. Part of this articulation is an offer to help inform them of what their students will need to be successful at the University of Houston Central Campus and also to ask how can we help to prepare the students.

We have also done a pilot study of those students who were admitted this spring at the University of Houston. We administered a placement exam to find out how many of them really are going to be ready or would be ready for college algebra if we were to have such a requirement in effect at this time. I hesitate to tell you the dismal results of that survey. Huge numbers of

students are going to need assistance in developmental mathematics to be ready for college algebra, and I'm not sure that the high schools are going to be able to do as much as we would hope in that period of time.

Another important factor is to look at the institution to find out what is needed in setting objectives. At our institution, we are identifying high-risk courses to determine those that the students are failing. If you were to ask me what type of program I would promote at a senior institution such as the University of Houston or any other senior institution that emphasizes research and graduate education, I would not suggest the shot-gun type of basic skills offering. Rather, I would recommend content-specific supplemental instruction. Take those students who are predicted to be successful in courses if provided some help and provide them with supplementary instruction while they are enrolled so that the tutoring and the instruction is specific to the course.

Dogger: Our program at Navarro College was set up in January 1980, but we've made a lot of progress and are at the point of moving into a new stage of even greater development. The purpose of a developmental studies program, of course, is to help students to succeed in college. Developmental programs may be emphasized in the academic area and then operate in conjunction with counselors and student services to form a team to prepare the students to do well.

At Navarro, we found that course placement was one of the most important first steps. I firmly believe in the concept of sowing seeds of failure and success in the planning stages. We found that it was very important for us to be able to screen the incoming freshmen right during registration. At that time we are able to, in a very matter-of-fact way, screen the students who are not ready for the mainstream course work. We use the ETS comparative guidance and placement battery and find it to be an excellent placement tool. ETS has done a very rigorous job of developing and standardizing these tests. We have found, a great deal of predictive validity in the tests when the students fall into what we call the three-credit hour class. These students read below the eighth-grade level and have other deficiencies in school performance. I endorse the test very highly. If you, in a matter-of-fact way, place your students in developmental studies courses during registration, you get them right there in the vestibules of your college. I see developmental studies as a vestibule which prepares students to go on to their mainstream courses.

At Navarro, we have programs in reading, writing, mathematics and English as a second language. We have three-credit-hour classes, and the students are placed in thoses classes based on cut-off scores from a comparative guidance and placement battery. We also have one-credit-hour classes or labs for students who fall between the eighth- and the tenth- grade reading level. We have the same cut-offs in English and math also.

During our first full academic year, we served 428 students in fall of '80; 203 in spring of '81. This year we registered 408 in the fall semester and 315 in the spring semester, for a total of 800. We are very pleased with our numbers because we have kept some students into the second semester, while some have made progress and moved on into the mainstream classes.

I'm going to share some of the progress we've made in terms of starting from nothing. One of our priorities, in addition to finding a valid placement

instrument, was to be sure our curriculum was well developed. In each of our three main areas we have developed a comprehensive curriculum handbook. Any instructor can go to that handbook and find the curriculum and textbook, workbook, and information on other materials that they are going to use in a lab. We have defined course unit objectives, and our enabling activities include not only information from the handbook but also lists of the lab materials that are available. We've also developed a video cassette series on study skills, which is something that all college students, not only as developmental students, can use.

The most immediate impact on the student population is increased retention. The needs of developmental students are very great. If you can help them in one year, you are doing a fantastic job. Many of them have such severe basic skills deficits that we may never be able to help them. I think perhaps we've all come to the point of occasionally having to admit that we will not be able to bring some students up to the point of being able to take college course work. However, the retention figure has been good for us, and the implication is that our students feel better about being in school and are willing to hang in there. We help them get on their feet, and they continue to move along; we're not going to lose many. That's our immediate success at this point in time. It has been very exciting to work in the program these past few years, and I'm really looking forward to even greater growth in the future.

Henard: Probably we would all agree that our goal is to maximize the academic potential of our students. Since the programs are similar in so many ways, I will focus on the ways in which ours differs. We are a two- semester academic program gearing our students for an academic degree. We also have another program which is a one-semester program that gears the students toward vocational or technical careers. This program just recently has been departmentalized and moved into the applied studies department.

The basic studies department, which I chair, remains a separate department. We have within it a core curriculum of general, non-majors' biology, which has transfer credit; two semesters of psychology, introductory and human development, which are transferrable; and reading improvement, which most colleges take as elective credit. We have 300 English, developmental English for those students whose placement tests indicate that they cannot be successful in Composition I, as well as Composition I and II. We also have fine arts appreciation, which is a general humanities course which applies toward the AA degree for the six required hours of humanities. We also offer one semester of basic arithmetic under the auspices of the math department. However, it is taught by our two biology instructors.

Our instructors have their total load in our department. They report only to their department chair; they do not report to the chair of the various disciplines. We have been funded since 1967 by the Coordinating Board as a full credit program. We have only those people in our department who have been recruited for the job. They have not been told, well, if you just do this this year, we'll let you teach literature
next year. The 100 percent dedication of the faculty is one of the major factors in the program's success. One of the most important aspects of our program is the fact that we have counselors reporting directly to our department who are only responsible for the students in the department. We

have two teaching teams which each have approximately 200 students. This equates to approximately 125 to 130 FTE in the basic studies department.

We also face the fact that you can't make it with every student that enters that program. The old cliche of the revolving door is going to happen. That's one of the great problems. However, we increase students' chances of success by offering as many support services as possible. We have services for the handicapped, and for the foreign language speaking student, an English writing lab, a reading lab program, free tutoring, in-office tutoring by the instructors, and everything that we can possibly have within our arsenal to offer these students an opportunity for success. However, sometimes it isn't going to work. What we do then is try to establish a personal relationship with the students, working toward the idea that their personal characteristics are worthy and worthwhile. We try to counsel the students into an appropriate program so that they can enter the work force and be a contributing citizen, although the academic route for them is possibly not going to work. We attempt to do this, and, yes, that is the old cliche of the revolving door in a sense. Yet they have gained a great deal. The most important thing that they have gained is the feeling of self-worth and confidence. Our follow-up study indicates that the students who enter these programs have at least a 30-to 35-percent greater potential for retention and success in further courses than the same type of student who did not get this assistance.

Steinacher: Austin College's Learning System Center program is special. First of all, we are a private, Presbyterian liberal arts College. That means that the money to support this program comes out of tuition revenue endowment. Secondly, I teach no courses in my responsibilities in the learning center. I'm open four and a half hours a week; I go out and promote and advertise the developmental program among the student body. The motto and underlying philosophy of the Learning System Center is, "There's always a better way; it doesn't matter what sorts of learning behaviors you're using now--they can probably be improved. If the two of us put our heads together on the deal, we can probably figure out how to make you a more effective student." Consequently, my clientele is not limited to students which might properly be characterized as remedial cases, although Austin College does have students who are in difficulties from time to time. Not everybody who goes there scores 1600 on the SAT.

How can interdisciplinary cooperative efforts be effected? Fortunately, I have some colleagues who are sensitive to these issues. I have simply talked to faculty members at Austin College because it was really their idea that the college have some kind of program for students who were getting in trouble. I don't belong to any department; the Learning System Center is a program unto itself under the office of the vice president for student affairs. No one program in the college such as English, math, pre-med or pre-law has direct control over the program. Consequently, they all phase in and out in terms of interest levels. When they think there's something I might be able to do for their students, they contact me. So in addition to having clinic hours and seeing kids who have been referred by various areas, I also do special presentations for groups who are getting ready to take the MCAT and finally figure out that it's rather important that they prepare for it, and so on. I've found that the most effective way to promote the center is to go to all the freshman sections of communication inquiry. This is a combination academic and orientation course that every freshman is required to take. It consists of nice

intimate groups of 20 with one faculty member on campus, and I just tell them what I do.

How can the developmental curriculum be structured to provide the reading and writing skills actually needed for college success? Most of the students who come to see me can name a course or some kind of job they have to do in a course where they are having trouble. Instead of giving students material that really adds to their work, what I have tried to do is give them assistance in mastering the problems they have in their regular classes. For example, I have an interactive module on textbook reading which guides students through the reading of a textbook that they have to read now for a course in which they are currently enrolled.

I think there is one issue under the philosophical area which bears heavily on the problems that many of us have. It seems that there is a lack of educational development in the high schools, but I don't really think it's fair to keep slamming the public schools. I also teach in the Austin Teacher Programs, so I'm in the business of preparing teachers. Clark Kerr was on campus a couple of weeks ago and said something like, "The high school is a disaster area right now in public education." If that's true, there are a lot of people who are responsible for that. I don't think we're going to get very far by blaming the high schools for what we're getting.

Audience Response: I have a question in regard to the transfer of developmental courses. You mentioned a developmental English which transfers - would you elaborate on that?

Henard: Developmental English does not transfer except as elective credit. It only counts on our AA degree as elective credit also. Students are placed in developmental English if placement tests indicate the need. A student can take our developmental English three times--level 1, level 2, and level 3 before enrolling in Composition I. Generally the ones who take it three times are never going to make it.

Audience Response: I thought you said your courses were transferrable.

Henard: They are except for the reading and the math. The biology, the English Composition 1 & 2, fine arts appreciation, and the psychology, which are all within our department, transfer. The students who need our environment, but whose scores allow them to enter Composition 1 from the beginning, enter it. Then, occasionally, we have a student who's just returning to college and is rusty. That individual may take a single semester of developmental English and then do fine in Composition. But we do have both levels, nontransferrable developmental English and fully transferrable Composition I and II within the Developmental Department.

Audience Response: My question is to Rick. Communications inquiry doesn't seem to be a part of your program. In my work, I find that when people end up in a developmental course the problem is a lack of communications inquiry. I believe communications inquiry should be a part of developmental education.

Steinacher: Austin College would make the case that its entire BA with certain kinds of core requirements is a developmental liberal arts program. You come in and we'll tell you some things to take, but you have to be the architect of

the rest of it. Communication inquiry was brought into the catalog when the college reorganized along some rather interesting lines as a liberal arts school and eliminated the required sequence of freshman composition along with some other things. We no longer have required freshman composition for Austin College students. Communication inquiry was born because the faculty was nervous about the absence of freshman composition and wanted something to replace it. It was once more of an orientation to the college than a meaty academic experience. The emphasis is now primarily on the academic content. The attention to academics is on writing, on quality of thought, and on critical reading. Those are the kinds of concerns that cut across any offering in communications inquiry.

Audience Response: I have a question for Kay. I'm so impressed with those retention percentages. I'd like to know how many years of operation you have had and what types of majors or types of courses these students are taking that show this sort of success.

Henard: We've been in operation since 1974, and the students are in all the different programs. Some are in academic programs. For example in the social sciences and English area, developmental students are completing courses at a better rate than are students who do not take it. Some are in technical programs such as medical and computer science programs, business and mid-management. It really runs the gamut of both two-year vocational and transfer programs.

Audience Response: I'd like to ask Barbara Dogger a question. Do you require your student to take the developmental program after you've given the test and have identified these students as developmental students? What happens if they ask that they be allowed to go on with the regular program?
Dogger: Legally, we cannot require them to take the developmental studies courses. However, we strongly advise them to, and we've found that the most effective form of counseling is to be matter of fact and to simply consider it as a part of the initial step into college. If the student opts not to take it, they sign a waiver which relieves us from any responsibility. Another thing that we have done is with the three-credit- hour student. If that student waives a developmental studies course, that student cannot take a mainstream course. For example, if a student needs a three-credit-hour math class and doesn't want to take it, that student will not be allowed to take Introductory Algebra or college algebra until testing out in developmental studies. The same thing is true for the English and reading. They are now allowed to take certain courses - history, psychology and so on. We're doing this to protect the students.

Audience Response: Barbara, could you tell us more about the ETS placement test?

Dogger: The Educational Testing Survey instrument, called A Comparative Guidance and Placement Battery, is good not only because it's so rigorous, but also because it is relatively easy to administer. It's a test battery. The reading only includes a reading comprehension--there's no vocabulary--but it provides information on grade equivalents and has been normed to the Nelson Denny. The reading test takes 25 minutes for 35 questions. The English test is an effectiveness of expression test, and we have found it to be a good placement indicator for English. It is divided

into two parts of 10 and 15 minutes. In math, we are using the applied mathematics exam. That is the one area where we are looking for a more comprehensive test. The English test is good as a placement instrument, but I would recommend that a writing sample be used as a follow-up diagnostic instrument after the student is placed. Our purpose for the testing is effective screening and placement during registration. We have found the ETS instrument to be very tightly standardized in use, so we use it both as a pre-test and a post-test. Following post-testing, we recommend students to go to a one-credit-hour lab or to test out. The test has helped in terms of tightening up what we're doing. It's very practical.

Audience Response: I wanted to know what she meant by saying that they could not legally require the student to take developmental courses. I'm not aware of that particular requirement.

Dogger: Navarro College is an open-door college. We have no entrance exam admissions requirement. Going along with the lack of an entrance exam requirement, I have been told by my administration that I cannot legally require students to take developmental studies.

Audience Response: But you don't let them take courses beyond that stage if they do not.

Dogger: They cannot take specific courses in certain academic areas.

Audience Response: That's the same thing.

Dogger: Well, yes and no. It keeps them out of specific academic mainstream courses, but it allows them to be in vocational courses.

Selling Developmental Education to Administrators, Faculty, Counselors, and Students

Charles B. Florio,
Dean of Arts and Sciences,
Kilgore College

I'm glad to be here to discuss developmental education from an administrator's point of view. Notice I did not say remedial education. There is a difference. I want to call your attention to an article by Darrell Clowers, Assistant Professor at the College of Education, Virginia Polytecnic Institute, in Blacksboro, Virginia, called, "More Than a Definitional Problem: Remedial, Compensatory and Developmental Education." It is in the Fall, 1980 issue of the Journal of Developmental/Remedial Education. He defines and distinguishes among these three terms. Remedial education derives from the view that education is for the elite. It is sort of a medical model where the problem is treated to achieve an acceptable range of competency among unprepared students. Compensatory education derives from the egalitarian social movement where schools have been asked to compensate for the deficiencies in family and environment in order to bring unprepared students into the mainstream of society. Developmental education refers to evolving the possibilities, making active, promoting growth, causing to unfold gradually. "Unfolding gradually" is a set from humanistic education where the universal aspects of the student are addressed to bring all students to a minimal level of accomplishment in both academic and personal functioning which requires treatment of the whole person. This is the model of developmental programs that most community colleges are using.

Developmental faculty always ask: "What can we do to gain the support of the administration?" This is not really a hard job. The number of cantankerous individuals among administrators is not greater in proportion than among the population in general. There must be something of value for everyone associated with developmental education in order to gain the necessary support for it. We can assume that administrators are going to be logical and sympathetic provided they receive the data to convince them that developmental education needs support. Administrators must be sold on developmental programs because they have discretionary powers to support or not support your developmental program with the financial resources necessary to operate a worthwhile instructional program. Administrators will put money into the programs in which they believe, and they will ask, 'What's in it for me?' If you have a worthwhile program, it is easy to get administrative support if you supply the right kind of data.

What kind of data or evidence will convince administrators to support your programs? Administrators are going to be influenced by what they perceive to be an advantage for them. They want answers to tough questions like, "What good is a reading program? Why should taxpayers be asked to pay twice to teach the same content to the same person? What evidence do we have that students completing developmental mathematics courses are helped to complete other mathematics courses?" This may be true, but it has not yet been consistently supported by the research. We somehow hesitate to involve ourselves in research. Administrators want evidence that there are pay-offs for students, and hence pay-offs for the college if it supports the developmental program. Administrators deal with many publics. They must

deal with students, faculty, staff, labor unions, taxpayers, legislators, the Coordinating Board, the Texas Education Agency, the Southern Association, and professional accrediting associations. Administrators will support anything that you can do to help them deal more effectively with all those publics.

Administrators need evidence in the areas of evaluation, retention, and costs versus benefits. Regarding the evaluation of your program, you need to ask, "What is your program supposed to do?," "How is it supposed to do it?," and "Does it do it in plain terms?" The worst possible form of discrimination is for a college to admit a student and then not have a program to help that student succeed. If you have an open-door admissions policy, that means that you are going to maintain standards and your purpose is to help students meet the standards that you have set. Do you know if your program <u>really</u> works? That's a real soul-searching question. What effect does your program have on retention or attrition rates? In considering cost versus benefit, under the formula system, each full-time student is worth about $1100 a year. If you can show that you have a successful program which helps lower student attrition, it will save faculty jobs and provide revenue for the college. Even more importantly, it will promote more effective teaching.

I would like to call your attention to another article which was written by the Southern Regional Education Board this year, titled "Preparing Students for College: The Need for Quality." The author indicates that the erosion of the academic quality in high schools can be reversed and that higher education can be the catalyst in this turn-around by systematically elevating college admissions standards. Typically, students work as hard as they think they must. If they know that colleges will require more of them, they can be expected to raise their sights accordingly. However, merely raising college admission standards cannot work unless high schools respond by delivering more rigorous courses which challenge college-bound students. Also, we in community colleges must deliver on developmental education.

Many skeptics doubt that colleges and universities will be able to require more academic preparation from incoming freshmen in this period of retrenchment and declining enrollments. The quality of education received by college graduates has far-reaching implications for society and its future. Public and elected officials are questioning the cost of inflated enrollments and the impact of diluted academic standards. Indeed, in the last analysis academic quality is the best insurance for continued public support and funding of high schools, colleges, and universities. I think legislators who demand improved quality and higher standards must help us by freeing colleges from the boundage of enrollment-driven funding formulas. The contact hour formula puts us in the position of considering numbers rather than quality. Your developmental program can help the college raise its quality and raise standards by providing the open-door programs to help students start at the necessary level.

It's always difficult to obtain support for programs that provide the livelihood for the individuals who are building the argument. How do you overcome this problem? First, teach other subjects from time-to-time. Use the personal confidence of other faculty and counselors as another method of selling your program. You can tell my bias on centralized versus decentralized developmental faculty. It's important to become a part of a large

academic unit. At my college we had an English teacher who taught traditional freshman and sophomore English courses. When she retired the director didn't just automatically replace her. She asked the basic question: What are our needs in this division? And she found that another developmental education writing teacher was needed. This occurred because developmental writing and reading is in the communication division. This might not happen if you're all by yourself in a separate unit. It's best to have the support of the faculty, particularly the faculty chair. A second way to get administrative support for developmental programs is to utilize other faculty members in your college who are willing to support your program. This is difficult because other faculty have a natural tendency to view developmental education as almost useless and very costly. That is a sad commentary on the poor public relations of developmental faculties. The most useful part of any college that teaches undergraduate students should be a fully functional, well-organized successful developmental program.

The worst problem facing classroom teachers is the broad variation in basic skills that students bring to the classroom. It ranges all the way from ACT composite scores of 01 or 02 on up to the top. This situation creates difficult teaching problems. Studies show that the number one concern of faculty members is not pay -- that's number two. Number one is class size. This is a bigger problem in community colleges than in senior institutions because students tend to vary more widely. The teachers' best friend can be the developmental teacher who identifies the students who need help and provides that help to reduce the spectrum of students with which the faculty must cope. Ironically, it's usually easier to convince administrators that there is something in developmental education for them than it is to convince faculty.

Your program must be effective to achieve this support from non-developmental faculty. If you have a mission and goals that are congruent with the needs of your community and if you are using good assessment and placement criteria, then evaluation and student attrition rates can measure the effectiveness of your developmental program. What happens to those students who need reading and take it as compared to those who need reading and do not take it? Do they achieve better? Do they have a better attrition rate? It's not difficult to devise a research design to answer these question.

Another method of obtaining support from non-developmental faculty is to provide some specific help for certain groups of students. For example, if your college has an LVN program or Auto Mechanics classes and you construct some programs to help those programs achieve their goal, I think you can gain support from faculty. Another method to keep other faculty members, as well as the administration, aware of the kinds of success that can be achieved by a strong developmental program is to showcase your most shining examples. Even the Bible says, "Let the light so shine that men may see your good works." Do this in the coffee room, the college newspaper, and the area newspaper. Small weekly and bi-weekly papers will print anything that you give them. Write these articles and send them out yourself; it's worth the twenty cents. Occasionally it's good to send an official memorandum through the formal organization. Administrators like these stories. They need them when they give talks at service clubs and to board members--only you have this kind of information. You've got to be candid; you have to talk about your success as well as your failures.

Another technique of selling developmental education to faculty and counselors is to get them into your classrooms, reading laboratories, and learning centers. If you're part of a large academic unit, perhaps you can get the chair to assign part of faculty members' office hours to your learning labs. If students see their English teacher in the learning lab, they're going to think, "That lab's important because my college English teacher thinks it's important. Otherwise, why would she be there? She's got plenty of other things to do."

Get faculty to share problems with you and come up with the solutions. Visit with them in their offices. Take one faculty member each week, and by the end of the year you'll have visited all of them. If you ask them what their problems are, usually they'll tell you right off. No one does that. Everyone comes in and tells them their problems, but no one comes in and says, "Hey, what are your problems?" Gain the personal confidence of other faculty. Do you know any director of counseling who has enough counselors? Get permission from your chair to spend part of your office hours in the counseling center where the students are. If you get down there and learn the ropes, you can help. You can also sign people up for remedial courses. That's kind of sneaky, but it's very effective.

We have talked about selling developmental education to administrators, faculty, and counselors. Students will support programs that administrators and faculty support. They read cues very well. They know when the college puts its money where its mouth is. They know where the college has set its priorities, has its best teachers, its best facilities, and so on. To achieve this kind of campus support, you should first have a strong orientation testing and scheduling program. Get involved in this program. Don't leave it up to the Dean of Student Services Office or the counseling center. Faculty members must get involved in this. Also, provide good physical facilities in a centralized location. Students are funny about this. If you have your program in an obscure part of the campus, it won't be as effective. The library is the best place for it. Provide the best teachers. There's a difference between a reading teacher and an English teacher or between an English teacher and a journalism teacher. I believe very highly in the integrity of the disciplines; there is a difference. So, don't have English people teaching developmental writing or developmental reading. Rather, employ people who have a background of love, interest, and ability in specific areas.

You must grant credit for developmental work. Courses of value have credit. Anything of value at a college has credit. Credit is like money--it's spent. When you transfer from one institution to another, you take it with you and you can spend it; it has some value. If you do not grant credit, you are telling students that you do not value these courses. There's always some elective room in the degrees; developmental work should count as electives.

Once again, staff your developmental labs with teachers in related fields. Students like to see these teachers supporting developmental education. Develop cut-off scores for classes and put these in the catalog as prerequisites to courses. Students believe in catalogs. They may not pay any attention to anything you say, but if it's in the catalog in black and white and it says the "prerequisite" for college-level mathematics is a certain score on the ACT or college board exam or successful completion of the previous course, they will

probably have it. Share the test results with students and faculty and interpret the test results, so both understand what they mean. These steps can result in a better image and increased acceptance for developmental programs.

Measuring the Success of Developmental and Remedial Programs

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Those of you who have been in the business for a while may well have concluded that academe has only minimal respect for developmental education. However, I'm neither surprised nor worried about this fact. Every new kid on the academic block has to go through a period of harassment by his more established colleagues. So, it's normal that everyone comes to us and asks us to prove that what we're doing is worthwhile. After all, everyone else knows that what they're doing is worthwhile. I sometimes suspect that longevity is the primary measure of worthwhileness in academe. Everyone assumes that it's worthwhile to teach philosophy on a college campus. After all, they've been doing it ever since Socrates received tenure--and you all know what good it did him.

Clark Kerr once said that if a 15th century faculty member from the University of Bologne were to suddenly find himself transported in time and space to a modern university, he'd feel right at home. Academe has changed very little. We are still teaching most of the same courses in many of the same ways. Those courses that are still being taught using the methodology of the 15th century are considered to have intrinsic worth while developmental education, even though it frequently uses the most modern technology and the most current instructional methodology, is often viewed as having no place on the college campus.

I get so tired of hearing legislators and administrators mumbling about how we "shouldn't have to pay twice for the same education. We paid for basic skills once already in high school." Apparently many of these same legislators don't mind having to pay 50 times for the same aircraft carrier--and apparently many defense contractors don't mind having to pay twice for the same legislator.

However, there is a degree of truth in what they say about not paying twice. We really shouldn't have to do so, and we may not have to in some future ideal world. But right now, we can't afford the luxury of simply complaining about the fact that so many college and university students have basic skill deficiencies. We must do something about it whether we like it or not. It is a pointless waste of time to bemoan the fact that we have already paid to have basic skills taught in high schools and elementary schools. No one completely understands the reasons, but we didn't get our money's worth. If we are going to hold our students accountable to some standards of excellence in college, we must do it right this time. Frankly, I am less worried about having to do it twice than being able to document that we have actually done something the second time around. There are very few developmental programs that can prove that they have actually done the job the second time it was paid for.

I don't mean to suggest that we are not capable of doing the job or that we are not successful most of the time. I'm simply suggesting that we do a poor job of measuring what we do. That's probably one reason why we have not gained adequate respect.

When I serve as an outside evaluator for developmental education programs, I usually ask, "How do you know that what you do actually helps students?" The most frequent response is, "The students say that they like the program," or, "The number of students we serve has doubled in the past two years." These are valid measures of something, but I doubt that they are valid measures of whether or not we help students.

More advanced programs will provide data showing that students demonstrated gains between pre-test and post-test on some sort of measurement instrument that students' grades improved after participation in a developmental program, or even that students receiving developmental education are more likely to be retained than those who don't. These are more sophisticated approaches to measurement, and at least suggest that something is happening as a result of developmental education activities. However, even these measures are usually one-shot efforts. They isolate an activity and look at it in only one way. We can do better than that and be more systematic about measuring our program effects.

Evaluation means "to place a value upon." When we evaluate an activity, we are declaring that it has a value and we are providing evidence of that value. The other half of that is that someone else has to place a value on it, too. It does little good to provide narration, data, and evaluation reports indicating success in helping underprepared students succeed in college to people who don't believe that underprepared students ought to be in college.

I say this to emphasize that you have a right to ask how evaluation information will be used. You also have a right to request some guarantees that, if you evaluate what you are doing, you will be helped to do it better. At this stage, one of the primary purposes of evaluation in developmental education is to understand the basic processes of what we do and to use that understanding to help us improve performance. This can be accomplished with less effort than you would imagine.

Evaluation should not be feared when there is cooperation between those who do the evaluating and those who use the results to improve the practice of developmental education. In fact, it is something we should embrace with enthusiasm.

Having embraced it, how do we accomplish it? We must first ask what we hope to gain by evaluating. If you want to improve your program and its services, then you need to think about the kind of information that will be useful in that process. As a minimum, you ought to know how many students you work with, how much time you spend with them, and something about their background. You need to know the ethnic composition of students you serve. This may tell you if you have to account for any unique cultural differences in the design and delivery of your services. It is helpful to know what patterns of usage are demonstrated by students in your program. Do they use tutorial services on a consistent basis or do they all come in two days before the final exam and expect someone to teach them what they should have learned in the previous 15 weeks? Are your counselors spending 15 minutes each with 100 students a week or an hour each with 25 students a week? Can you document that anyone spends any time with anybody? If you're going to say that your program works, you should be able to indicate specifically for whom and why it functions.

When I worked at Bowling Green State University in Ohio, we had a comprehensive, multi-ethnic program serving over 1,000 students. We recorded every contact with every student, the length of time spent in contact, and the purpose of that contact. We discovered that our black students spent more time working with peer counselors while our Chicano students spent more time working with peer tutors. We also discovered that those students who used both peer counselors and peer tutors regularly did better than those who used one or the other exclusively.

Upon further exploration, we found that we had more bilingual tutors than counselors. Now, of course we knew that originally, but it never occurred to anyone that it would make a difference. Obviously, it did. We also discovered that there was a bit of rivalry between the peer counselors and the peer tutors and that each group was subtlely discouraging participation in the services of the other group. Armed with this information, we were able to take some actions to revise our delivery system and improve its functioning.

This is just one example of why collecting information on how time is spent serving students can be helpful. We were also able to discover that there were peak periods of counseling and tutorial utilization and that both groups had periods when their time was underutilized. During the latter periods, we were able to assign people to other duties such as updating student file folders or following up on absenteeism. Because we had this information, we were able to get more service from our staff without having to spend more money or require them to put in more time.

The point of these examples is that we need to take a much closer look at what we do with our students. It is not sufficient to simply count hours and bodies. We have to consider what we do for the purpose of improving it.

We also need to examine processes. This, too, is something that we don't do very well in developmental education. Too frequently the "Barbarossa method" of program evaluation is used. I use that term because of a story that was once told about Frederick Barbarossa of Prussia.

Frederick, in addition to being a full-time king and a part-time warmonger, was also an adjunct researcher. It is said that he once attempted to research the issue of whether or not man had a soul. His research methodology was to carefully measure the weight of a peasant prisoner, execute him, and then reweigh the body to measure any change.

Frederick's research assumptions were: One--the soul had weight, and two--it left the body at the moment of death. His null hypothesis was that there would be no statistically significant difference in weight between pre-test and post-test. That's exactly what he found. He therefore concluded that man did not have a soul which apparently accounts for some of Frederick's later behavior.

When Frederick reported his research results to his court, one of his counselors pointed out that perhaps it was only this particular peasant who lacked a soul. This is one of the first recorded arguments for the replicability of experimentation. Frederick reportedly admitted that there were some limitations to his research methodology; but fortunately, a brief war with Austria prevented him from funding further research on this topic.

In terms of modern evaluation methodology, Frederick was not too far off the mark. He was able to identify and narrow the topic he wished to study. He devised a measure, administered a pre-test and a post-test, and analyzed the results. Then he reported his findings. However, he also failed to define the problem adequately, selected inappropriate measures, failed to control for confounding variables, and generalized on the basis of insufficient data. We frequently make the same mistakes when we try to measure the impact of our programs, often with the same results. We contribute to the demise of the subject and still fail to generate useful information.

How can we improve the way we evaluate our processes in developmental education? I would suggest that, first, we need to look at a greater variety of measures. Typically, people who evaluate developmental programs use rather limited measures. They assess gains in grade-point averages, gain in scores from pre-test to post-test, or retention data. Most folks who have looked at these measures have concluded that developmental education works. I think they are right. The evidence is fairly conclusive that something happens to students who participate in developmental programs and that, whatever it is that happens, it is usually correlated with improved academic performance and improved retention. However, since we tend to look at only one or two variables, we cannot say with certainty what it is our actions related to these performance gain. If we consider only GPA or retention data, we can only say that there is a correlation. We cannot say that developmental education causes improved performance. If we look at GPA and retention data as well as gain scores on cognitive and affective measures, then we have made a slightly better case for the value of our intervention. If we can show that our actions result in a measurable gain in some area that is related to success in academe, then our GPA and retention figures have more meaning.

We need to consider more than aptitude measures. In 1969, Dubin and Taveggia published a manuscript entitled "The Teaching Learning Paradox." In it, they reviewed all the research that had been conducted up to that time on individualized instruction and concluded that the gain scores of the experimental groups were fairly small when cognitive assessment measures were used. On the strength of this, they asserted that individualized instruction did not make much difference in student performance.

Al Canfield later reviewed their data and noted that individualized instruction actually made a great deal of difference for certain kinds of students. He used this data to develop a set of constructs on student learning styles that formed the basis for his learning and instructional styles inventories. The literature in the field of human learning is now fairly consistent in its affirmation that students have different ways of processing information and that they perform better when their different styles are accommodated in the learning process. We also now know that the affective dimensions of students' learning styles--such as how they view the classroom situation, whether or not they identify with authority figures, how they relate to their peers, etc. are at least as important to their performance as is their cognitive styles of how they perceive and process information.

One of my suspicions about developmental education is that we almost accidentally work with students in a way that changes their attitudes toward learning and teaches them behaviors that are consistent with good academic

performance. Yet these changes are probably some of the more important outcomes of developmental education activities.

John Roueche has argued for years that developmental educators should attend to the affective needs of their students and that warmth and supportiveness in the educational environment are essential to student success. Many of us have followed his advice with good results. Unfortunately, we haven't measured these affective gains as proof that our programs are successful. We often try to measure whether or not our students have made any gains on the Nelson-Denny reading test, but fail to measure whether or not our students have lost some of their hostility towards education, learned to organize their time more effectively, or have begun to improve their self-concepts as learners. These are measures of our success which are rarely examined.

I would encourage everyone who engages in program evaluation to collect more cognitive and aptitude data on their students and to analyze it more carefully as it relates to retention and grade-point averages. I would also encourage greater efforts to measure affective gains as an indication of program success since these too are related to GPA and retention.

A second consideration in evaluation is that we should evaluate at all levels. Too often, we set our programs' goals at the tertiary level such as increasing the graduation rates of underprepared students. Evaluation of that goal is a long-term project. If funding were dependant upon demonstrating whether that goal was accomplished, you'd go for three years without any salary.

Evaluation can occur at primary, secondary, and tertiary levels. Primary evaluation takes place when you measure the immediate impact of what you are doing. An example would be evaluating pre-tests and post-tests from a reading and study skills class to see if students actually learned anything in the class. Secondary evaluation involves examination of follow-up activities. For instance, did the students who completed the reading and study skills class do better in the next semester's courses than similar students who didn't take the class? At the tertiary level, the long-term impact of a particular intervention is explored. An example would be to follow up on those students who took the reading and study skills class to see if more of them were retained or what percentage of them graduated compared with students who didn't take the class.

Typically, developmental programs are evaluated at one level or another rather than at all three levels. As a result, we cannot establish a link between what we do and what happens to our students in the long run.

In looking at the three different levels of evaluation, we should always try to find clever and credible ways to detect what is happening as a result of our efforts. In a writing course, for instance, we often frame our objectives entirely in terms of in-class writing behaviors. But suppose that our efforts in composition also encourage our students to write more letters to friends and relatives, to read more books that aren't required for class, or to seek more assistance from the writing laboratory in preparing papers for non-English classes. These behaviors are all indicative that something positive has happened. Unless we make an effort to measure such activities, we never understand the full impact of our efforts.

I'm sure many of you are thinking to yourselves, "What he is saying is all well and good, but how are we supposed to find the time to do all of this?" That's a good question, which leads me to my third point about measuring the success of what we do. After we have decided why we want to evaluate and what we are going to examine and measure, we should spend some time thinking about how it can be done in the simplest possible manner. There are tricks which make program evaluation easier. You will never catch me saying it is easy, but it can be made easier than you might expect.

First of all, find out what data are already being collected. Practically everyone administers some sort of diagnostic instrument to students upon entry into the program and also use a retest on that instrument to determine progress. If you want to look at student gain scores, all you have to do is to collate information that is already being collected anyway.

Most programs keep records on student contact. Those record-keeping procedures need to be reviewed to determine how they can be changed in order to provide more data or data that are more useful for evaluation.

Wherever possible, you should find ways to use data collected by other people. Does the student affairs office collect information on students? Ask the student affairs office to separate out and pass on the information they have on your students. Ask the registrar what sort of data he can print out for you if you give him a list of your students' social security numbers. Ask students to provide their own information to you. Have them fill out data forms upon entry and exit from the program. They can tell you about their grades, areas where they felt improvement has taken place, and whether or not their objectives for participating in the program were met. All you have to do is collect the information and collate it for report purposes.

Computers can make evaluation easier. If you have a microprocessor, use it to store data on your program's performance and use a standard statistical package to analyze that data. If you haven't got a microprocessor, see what your local computer center manager can do for you on the campus computer. If approached properly, you can usually get a great deal of help from your computational services personnel.

Another point that is essential to making evaluation manageable is be systematic. Know exactly what information you need and exactly how you are going to collect it. Don't just collect data randomly. Plan how it will be used before you gather a single bit of information. Don't waste your time collecting data if you don't know how you are going to use it.

Occasionally I will visit a program as an evaluator and someone will open a desk drawer and proudly display all sorts of computer print-outs full of data on their program. Then they ask, "How can I use this to prove that my program is doing a good job?" Unfortunately, they probably can't. Unless their evaluation was planned in the beginning to carefully select the data that would be useful and the way in which it would be analyzed, the most that they will have at the end of the process is a pile of "dirty data."

Probably one reason why evaluation is viewed as so difficult by practitioners is that it's awfully tough to do if it isn't done right. Evaluation

will be quicker, easier, and far more useful if done with planning, forethought, and a systematic approach.

The fourth point that I would make about evaluation is that we should report it as simply as possible. Two groups of people tend not to be well trained in the more advanced statistical techniques--those who write evaluation reports and those who read them. Just because someone asks you for evaluative data doesn't mean they are capable of understanding it. Most consumers of evaluation reports wouldn't know the difference between a Chi Square and a T-test. When you present your data, use simple narrative language and many visual aids like bar graphs or frequency distributions. Avoid statistical formulas or equations. Try to present your data so that someone who is "eyeballing" the report can easily see what you're trying to say.

Your statistical treatments should be available if someone wants them, along with the raw data and other information. You'll probably never have to use it, but it's like your income tax: if they ever audit you, you'll wish you'd kept the records.

There is one other item which should be included in any discussion of evaluation or measurement, and that is your attitude about the process. Too often, we see evaluation as something that is dictated to us for some perverted bureaucratic purpose. It is viewed as a long, tedious, and time-consuming process that yields few rewards.

Frankly, I consider that to be the worst possible attitude with which to approach evaluation and would like to suggest an alternative. Evaluation is an opportunity. It's an opportunity for you to look closely at what you do and probably discover that you are doing a great job. It's an opportunity to find out what is going well with your program and to enhance it. It's an opportunity to find out what is not working and to change it. It's an opportunity to establish what most of us have known all along--that we do one great job in this business, and we do it with few resources and little support. It's time that we collect information to clarify what we do and to validate its impact. We can use evaluation to place a value upon our efforts, to show what we stand for and why it is worth taking a stand. Having done that, we can look anyone else in academe in the eye and say, "All right, we've demonstrated what we do, now what do you do?"

Effective Instructional Methodologies for High-Risk Students

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Some of you folks are instructional design specialists, and some of you are designing your first developmental course. And so I'll have to explain that although I believe in individualized instruction, I use the same cop out everyone else does: This class is too big to have individualized instruction. I want to start by discussing what I entitle, "The Myths of College-Level Instruction," or what we believe about college-level teaching.

SOME MYTHS ABOUT COLLEGE-LEVEL INSTRUCTION

1. The 10-week quarter or the 15-week semester are the optimum time units for student learning.
2. All students learn in the same way and at the same rate.
3. Listening to lectures and reading books are the most effective ways for students to learn.
4. Students can retain knowledge without review or practice.
5. Teaching is an art. It requires no tools and no special methodology.
6. Knowledge obtained by students in the classroom is directly related to the long-range educational goals set forth by the instructor.
7. Course grades are a measure of what students can do and how much they know.
8. Learning activities are best organized according to a structure imposed by the particular academic discipline.

I have a feeling that when Moses came down off the mountain, there must have been an eleventh commandment which said, "Thou shalt learn in ten or fifteen week increments." The organization of our colleges and universities certainly reflects that. All of our students are expected to learn either in ten or fifteen week increments. So I have to assume that somewhere in the educational lore, there is a rule which says you have to do that. Or perhaps we have firm research documentation to support that all learning takes place most effectively in those time slots. Given the way we teach, we also reflect the belief that everybody learns in the same way and at the same rate. Certainly the typical college teaching arrangement suggests that there must be hard research data to support that conclusion.

Also, everybody knows that the best way to learn is to read books and listen to lectures. I have been heavily involved in the PSI (Personalized Systems of Instruction) movement and have gone to conferences on personalized instruction and listened to all those folks give lectures on how the lecture technique is an inappropriate way of disseminating information--just like I'm doing today. Art Wimby and I have kicked around the idea that students have to be able to learn without having the opportunity to practice because we don't give them too many opportunities to practice. Typically, at least in the sort of education I was exposed to, one gets two practice opportunities--a mid-term and a final. One of the many advantages of individualized instructional systems is that students have plenty of small unit tests. Students get practice in studying and responding to questions on the material. However, if what we do

is any indication of what we know, then we must have heard somewhere that students will not practice.

And, of course, teaching is an art--there's no way you can do it scientifically. Right? This is a bit more difficult to explain, but I first noticed this when I was freshman history major. I took a course in Western civilization which had the objective of students obtaining an appreciation of Western thought and culture. In order to gain this appreciation, I learned such things as when Hannibal was defeated and when Rome fell. Apparently, those individual bits of information were related to gaining an appreciation of Western thought and culture. I don't like to admit this, but after a couple of courses like that I still haven't got an appreciation of Western thought and culture. The instructor may have some long-range educational goals, but very seldom are the specific objectives that the student learns related to those goals.

Of course, grades are related to what students can do and how much they know--right? Every C I ever got was a measure of my mediocrity, and every A I got was a measure of my excellence. Some of the C's I got were a measure of the fact the football practice conflicted with classes; some of the C's I got were a measure of the fact that I really lucked out.

Learning activities are best organized according to the structure of the discipline. When you are teaching biology, you set up an organizational pattern based on the structure of biology. People who teach English do the same thing simply because that happens to be the structure of the discipline. That may not be the most appropriate way to learn, but it's the way we were taught, and it's the way our disciplines are set up.

I call these things myths about instruction. In the Bart Hersher and John Roueche book, Instructional Accountability, Robert Glasser has an article which discusses many of these same things. I want to give him credit because that is where I got the idea.

We've got this mythology about instruction which everybody else apparently believes in, but we know better. You can go back to your own campus and use some of these ten commandments of instruction on your own faculty.

People in learning theory and developmental education and instructional design came up with some alternatives to this mythology upon which our current instruction is based. I almost perceive it mentally as a jungle of instructional systems. Everybody has decided that based on what we now know about learning, we'll have instructional systems. So we have Learning and Teaching by Objectives, the Keller plan, which is the same as PSI, programmed learning, computer-managed instruction, computer-assisted instruction, and calculative process instruction. I've even done some writing on something called calculative process oriented PSI. After reading the literature, I just began to realize that there are all these instructional systems out there. Everybody teaches a course and says, "Hey, this works--I'm going to call it the Fred Ferndock Memorial Instructional System." And they write articles and books about it.

The strange thing is that most of these instructional programs work. One reason they work is that they are systematic. They are based on a system. When we move from teaching on a random basis to teaching on a systematic basis, we've made a quantum leap in the quality of what we do. Instead of just arbitrarily dumping people in and taking everybody at the same place and moving them at the same pace, we began to do things like diagnosing what they need, making some intelligent placement decisions as
a result of what we discovered from the diagnosis, and prescribing a variety of activities. Once we did all that, we checked them all out again to make sure we had accomplished our objectives and ran them back through the system if it hadn't worked.

We've been doing this for years. That's the basic model for education. Practically all of us use this system in our programs. The point I want to make is that we know a great deal about human learning. We have a number of systems combining pieces of what we know about human learning, but we don't put them all together at the same time at the same place. I'm not suggesting that you try to incorporate all factors in your instructional systems--I don't think you can. But as I go through these items, I'd like you to check out what you do in your program, in the way you teach your courses, and see how many of them you incorporate.

First let me make one observation. I mentioned the Learning and Teaching by Objective System (LTOS). I had a colleague who holds the distinction of being one of the few people who had an evaluation of his program which proved conclusively that students lost ground as a result of participating. This same fellow got a grant to teach reading to the illiterate Iranians. He didn't know a thing about reading and his first problem after he got the money was "How do I get clients?" So he designed a cover letter, and he made up a brochure which he sent to a mailing list of people who couldn't read. It said, "Dear Non-Reader." Then the brochure was typed in very big letters that said, "Do you want to learn how to read?" So, perhaps it's not surprising that his students actually lost ground as a result of participating in his program. However, he was so enamored with the Learning and Teaching by Objectives System that he put his whole Upward Bound program on it. This system requires students to learn how to write personal objectives, just as faculty members write instructional objectives. The students spent ten weeks learning how to write personal objectives for their reading, math, and English courses. Since the quarter was only ten weeks long, the students learned a lot about writing objectives, but nothing about math, English, or reading. So be careful about the level of enthusiasm with which you address any instructional system.

A good system is composed of the following particular features:

RESEARCH-BASED COMPONENTS OF EFFECTIVE LEARNING

1. Student involvement in determining course processes.
2. Pre-entry diagnosis of student preparation.
3. Opportunities for remediation of skill deficits.
4. Clearly expressed instructional objectives.
5. Modular construction of course sequence.
6. Time-flexible pacing options for students.
7. Alternative forms of presentation & activity.
8. Immediate reinforcement of learning.

9. Regular opportunities to practice desired skills.
10. General emphasis on mastery learning.

Within this general outline are a number of research-based components of objective learning that I think we all could profit from using. This is nothing new. We know how to teach effectively. However, either we just don't do it, or in some cases, we can't do it. We can't include all these things, but check out yourself and determine how many of these options your courses include.

We know that if students are involved in selecting some aspects of the course process, they will feel better about the course, have a better sense of control of their destiny, and have a sense of participation. They also will relate better to that dimension of the course. The research suggests that attending to the affective needs of students is important. Give them an option to help select objectives and learning options for mastering the material.

What else do we know? We have to diagnose our students. I want to make a distinction between diagnosis and placement. Placement determines what general battery of courses a student is going to be assigned to. After a student is in the course, you use diagnosis to find out where that student is to make your instructional time more cost effective, among other things. For example, if you are teaching biology and the student already knows about cell structure, you don't have to go back and reteach him that. You can work on something he doesn't know. Intelligent use of pre-entry diagnosis is cost effective because it saves you instructional time, enabling you to deal with a student's learning needs, rather than something set in the curriculum that everyone completes. It also enables you to identify problems that can be worked on within the structure of the course or through supportive activities, such as tutoring and lab work. I would encourage the use of criterion-referenced diagnosis measures.

Now, if you have diagnosis, obviously, there must be some way of remediating identified weaknesses. Many programs incorporate very fancy testing systems, but have no support structure to do anything once they identify problems. We sometimes test beyond our limits to remediate. We have data on how students score on various measures but can't do anything with them because we haven't got a tutoring program, writing laboratory, individualized instructional laboratory, or reading specialist on campus. We must have opportunities for remediation of any problem prior to the time students will be held accountable for the material. It's like the old saying, "You need to make your friends before you need them." Likewise, you must have remediation prior to the time students are to be held accountable for performing in a course. Frequently we have random remediation: We're going to be factoring equations in week two, but we don't provide individualized math tutoring until week six, even when we knew who would have trouble back in week one.

Designing a clear set of objectives for what you want to do is important for you in your own instructional design. But more than that, it gives students a road map for where they are going. It wasn't until I started designing objectives for my course, that I realized I was actually trying to teach all those things.

James Thompkin's book on the uses of instructional objectives begins with a vignette about a seahorse who took his six pieces of eight and went out to make his fortune. The seahorse meets a whale who asks, "What are you doing, seahorse?" The seahorse says, "I'm off to make my fortune."
"I'll tell you what, give me three of those pieces of eight and I'll give you a jet-powered scooter, so you can get there." The seahorse jumps on the scooter and goes scooting off when he meets a shark. The shark says, "Say, seahorse, what're you doing?" He replies, "I'm off to make my fortune." And the shark says, "For three pieces of eight, I can show you a short-cut." The seahorse says, "Really?" So the shark opens his mouth, takes the three pieces of eight and the seahorse zips right in...PLOP!

Thompkin says the moral is if you don't know where you're going, you may not get there. Without objectives, we don't <u>really</u> know where we're going, and we have no way of knowing whether or not we've gotten there. That's why so much evaluation is based on objectives -- to help you decide whether or not you've gotten where you were going. They also help students prepare for tests properly and give them guidance in their study.

Everything we know about learning theory says that people master material far easier and far more completely in small increments than in large chunks. It's much more effective to have ten smaller units than three large units. People master it more efficiently, they master it more quickly, and retention is better. We know that from learning theory. The course sequence should have modular construction -- you should break what you are trying to teach into manageable units which can be presented individually. And if you use diagnosis, prior to the time the people start reacting to these things, you can use each module according to student needs. And you do not <u>have</u> to use a module if the student already has mastery of the information.

The next item is time flexibility. Personally, I disagree with the idea of totally self-paced learning for students. Given that option, most students would choose a zero pace. I suggest there be <u>some</u> time flexibility, but that it be instructor-managed time flexibility. One of the most important things for a self-paced or modified-paced course is to get the student to complete the first units as early as possible. You will find that students will proceed much better once you get them through the first unit. Frequently a breakdown of students' progress will show that about half of the students take six weeks to get their first unit done. Then they will progress more rapidly, but half of your semester is already gone by then.

Even though it violates most of the precepts of individualized instruction, I would not be opposed to mandating that all of your students finish the first unit in the first week and then giving them flexibility. Get them into the material. Make sure they have their first experience of doing it and being successful at it. Realize that some folks aren't going to finish up on time, and have procedures available to give incompletes. Coach the student through laboratories and other instructional activities privately and out of class. The learning center can provide a valuable service by managing incomplete grades, providing opportunities for individualized instruction, and enabling faculty to be more time flexible.

You have all heard about learning styles in both affective and cognitive areas. Students are going to respond to learning activities differently

depending on what their learning styles are. There are a least half a dozen ways of assessing learning styles such as the Canfield Inventory, Myers-Briggs, McCarthy Format, or Modified Hill. One of the problems is that we assess learning styles,but then we don't have any activities available to the student based on their learning styles. It is difficult to design instructional options to accommodate the styles you are able to identify. That is a major criticism of learning-styles research. We're taking a lot of time testing without changing our instructional behavior after we identify what the test was designed to measure.

If we acknowledge that alternative learning styles exist, we have to present the material a different way. For instance, anytime I give a lecture like this, I will give people printed material so that those who are print-oriented can read. I will talk to people, so that those who are oriented towards having somebody with a necktie standing in front of them and tell them something can hear it. And I will put up transparencies so that those who are iconic learners and need visualization can see it. Now that's a subtle thing we do to manipulate all our audiences, but it's an acknowledgment that there are alternative ways of doing things. We should always have alternative presentation styles available to us because our students learn in alternative ways.

There is one time when you can be guaranteed that students are maximally ready to have learning imparted to them. That's after they've flunked the first test. Have you ever noticed, that in teaching an individualized course and grading the tests, students will hang over your shoulder, waiting to see how they did. At that point, they want to know, "Why did I miss that one? I thought it was such and such." A week later, they have forgotten it; they don't care either way. They won't learn anything if you give a test back to them that's marked a week later. Developmental students need immediate reinforcement opportunity after the practice opportunity. Give the students a chance to practice, check out the response, and provide immediate reinforcement. The students are ready to learn after they have completed a test. That's why evaluation is, in fact, reinforcing. You know from personal experience, you were eager to get the test scores back, even if you were afraid of them. We either want to get the pain or the glory out of the way. At that point in time, you are ready to learn. At that point in time, our students are ready to learn. So I suggest, that if you're going to test somebody, give them immediate feedback to that test performance because that's the one point when they are most ready to learn something--right after the practice opportunity.

I credit Art with the basic maxim of learning that nothing is mastered without practice. We need to structure in practice opportunities within our courses. Typically, we give people the syllabus, lectures, notes, and other things and say, "Run with it, kid." Our students really must have regular chances to test their own mastery against the material, to test their grasp against criteria. Many individualized instructors give tests every week, providing the students practice opportunities, as well as regular feedback regarding their progress.

My last point is to place a general emphasis on mastery of learning. Sometimes we approach instruction as if we believe that students are not capable of learning our course material. Students can learn anything if the principles we have previously discussed are employed. If we very clearly

express our learning objectives, break those objectives into small enough learning steps, provide alternate ways of learning, and give the students enough time to do it, students can learn anything. They can master the material presented. If we approach the instructional process from a perspective that students cannot or will not master the course objectives, then they won't. It's that simple, and it is up to you as instructors to provide the learning context which determines whether course objectives will be mastered.

Discussion Panel: Philosophical Views on the Role of Institutions of Higher Education in Remedial Education.

Bill Sanford (Moderator)	Coordinating Board Staff
David Geddes	Lamar University
Jose Roberto Juarez	Laredo Jr. College
Carmen Leal	El Paso Jr. College
Richard I. Miller	Southwest Texas State University
Celestia Davis	Texas Education Agency Reading Consultant

Sanford: For the next 45 minutes we will be examining or reexamining some of the underlying premises--perhaps the myth--about the role of remedial education as a legitimate part of higher education. We want to try to examine issues such as the role of the university in the last part of the twentieth century, the appropriate component of the higher educational experience that is remedial education, whether or not remedial higher education is a contradiction in terms, and whether the research evidence suggests that we have not done some people a favor by opening admissions to all institutions of higher education. We seem to be encouraging people to go to college, and perhaps through remedial education, encouraging their optimism about success in college when, in fact, a great many of them are failing and are very upset with us about our sales job on them.

I'm proposing these only as ideas. I'm not suggesting that I have opinions, nor is it my function to give you my views. We do have some people from the public education community, from the junior college community, and from the higher education community in Texas to address those issues. It is our hope that there will be some differences of opinion. And if there are, we hope that they will be made more clear this morning. We will invite your comments or questions as we go along.

Dr. Geddes, what are your thoughts about the role of the university these days and whether or not remedial education is an appropriate continuing or perhaps permanent, part of that?

Geddes: My remarks are based largely upon recent publications from SREB and the College Board. My basic thesis is that although universities have been involved in developmental education for the past 100 years and probably will continue to provide remediation for unprepared students, the primary responsibility for remedial/developmental education rests with the public schools of the nation. There has been a steady deterioration of academic quality in the preparation of students for university work. Many university educators believe that subject matter cannot be learned without requisite competencies and that these competencies cannot be learned without reference to subject matter content. These basic academic competencies are interrelated and interdependent with basic subject matter areas, and without such competencies the knowledge of English and literature, history, science, languages, mathematics, and all other disciplines is unattainable.

These basic academic competencies are not substitutes for drive, motivation, interest, intelligence, experience, or adaptability. Nor are they substitutes for social coping skills even though coping skills are crucial to success in college, life, and work. Basic academic competencies provide a link

across the disciplines of knowledge. Teaching that is done in ignorance of, or in disregard for, such competencies and their interrelationships to each of the subject matter areas is inadequate if not incompetent. Universities and the public schools should work toward agreement of an operational definition of these basic academic competencies.

Remedial-developmental education works, but the cost causes many in higher education to question this value-added approach to a basic problem. It is exceedingly difficult to provide a program for students with 12 years of poor experiences in public schools and an impoverished home environment and expect the student to be successful in the maintstream of academic programs. The research shows that the best programs work for a few students--a relatively small percentage of those who participate--and at great cost of human and financial resources.

I think the stress that's created by broad access to higher education is peculiarly an American phenomenon. It just hasn't been encountered in Europe, where the gymnasium, the English grammar school, or musetti prepares not more than 20 percent of students for admission into higher education. Contrast that with a 50 percent college-going rate in Texas, 60 percent in California, 72 percent in Utah, and you will get some idea of the size of our dilemma.

I think some believe that remedial education is a relatively recent phenomenon. Let me quote one reference: "For a long time I've noticed with regret the almost entire neglect of the art of original composition in our public schools and the want of a proper textbook for this essential branch of education. Hundreds of graduates from our public schools have no well-defined ideas of construction of our language." That was George Quackenbush, the Superintendent of Public Schools in Cleveland in 1841. Here's another one: "From every college in the country goes up the cry, our freshmen can't spell, can't punctuate. Every high school is in despair because its students are so ignorant of the merest rudiments. The reformation everywhere is demanded." That was written by Charles William Elliott, President of Harvard University, in 1871.

I think every college and university is deeply committed to remedial and developmental education, but a few have rebelled, contending that the price is too high, that we can't make a silk purse out of a sow's ear. No one ever has and it can't be done. The problem needs resolution in the public schools and certainly not in the colleges and universities.

There are hundreds of programs that focus upon similar problems: developmental courses, particularly in English and mathematics; studies skill courses; learning assistance centers; tutoring; peer counseling; and self-help activities with which a good share of our audience are dealing. Some of these programs at certain institutions have produced mixed results with high-risk students. Some institutions are experimenting with new paradigms to determine who can best be helped, who will persist to a second or third semester, and who will finish programs.

But the number of students needing remedial or developmental work is staggering in Texas. The numbers are greater here than elsewhere for several reasons. First, the public schools have consistently provided students with a lower quality education than most of the other sixteen states in the South and

certainly much lower than the national average. Second, the system of financing higher education in Texas has pushed most institutions to a market-oriented approach to admissions. Colleges have either lowered their admissions standards or have made more exceptions each year in order to remain on a growth track. In the senior institutions of this state, we almost pander after students to try to keep on the growth track because we have so many mouths to feed and growth is important to us.

It's not too much different at other places, such as the University of California at Berkeley, for example. Students there must have an SAT score of 1100 and graduate in the top third of their high school class to be admitted. Yet, more than thirty percent of the entering freshman students require remedial and developmental work. At The University of Texas math classes are so popular that the math department no longer offers Remedial Algebra and Trigonometry during the regular semesters. College teachers are caught in the dilemma of inheriting the unresolved problems of high schools. They are unprepared to teach, contending that it is impossible to mainstream a remedial student by patching him up when he has had twelve years of poor public school experience and a poor home environment. Also, they say our deans and department heads don't expect us to retread our teachers into this particular field. There are too many of them with tenure who refuse to admit the reality of the situation.

Nothing is more demoralizing to school teachers than unprepared students. It isn't the low pay; it isn't the kids on drugs; it isn't the discipline problems; it isn't the dumping grounds of the resource students upon the teachers today. It is the fact that the quality of education is so poor that it's driving the good teachers out of education. The rewards are just too few. The best teachers bail out after a few years, leaving the mediocre to teach. The supply of good teachers dries up very fast every year, and the quality of those being prepared to teach is pitiful. The intellectual ability of education majors everywhere is the lowest of all college students. At my institution, and I believe that Lamar University is no different from most institutions in the state, education majors score below the 25th percentile nationally on SAT scores. At the graduate level, they have the lowest GRE scores among all the disciplines. Many teachers are unable to pass GRE scores or entrance requirements into colleges and universities but do manage to enroll and get a master's degree somewhere, usually where a thesis or writing of any kind is not required.

The fundamental reason I am quite opposed to remedial education in our colleges is that it is a treatment of the symptoms but not the cause. The University of California at Berkeley has spent $5 million this year for remedial education and has only begun to scratch the surface. I believe the Coordinating Board should move immediately to establish a position on entrance requirements for public colleges and universities. The Texas Education Agency should raise minimum standards for graduation from high school and enforce the graduation requirements. As long as remedial math counts for algebra and trigonometry, and newspaper and yearbook count for English units in the public school, little will be accomplished. Until public schools are held accountable for student performance on a grade by grade assessment, the sorry state of affairs will continue. The lack of quality of learning and poor student preparation cannot be cured by pointing to the consequences of it. We've been doing that for years and it hasn't produced positive results.

We need stronger linkages between public schools and the colleges, but we can't be like Lady Bountiful bringing welfare baskets to the public schools. As one high school teacher recently remarked, "Please don't help us again. We still haven't recovered from the last time." The erosion of academic quality in high schools can be reversed, and colleges and universities can be the catalyst in this turnabout if college admission standards are systematically evaluated.

Typically, students work as hard as they think they have to. If they know that colleges will require more of them, they can be expected to raise their sights accordingly. Merely raising admission standards cannot work unless high schools respond by delivering more rigorous courses which challenge college-bound students. Furthermore, the linkages should not be made exclusively through colleges of education. They have to be made through the university as a whole.

We're going to be involved in developmental education for a long, long time to come. Your services and your work are going to be needed even if a rapid turnabout were to be achieved. We need much more research with respect to what works and how to classify students and how long students have to stay in remedial or developmental work before they are mainstreamed. Also, we need firm data on whether or not certain programs will work at all.

Sanford: Well, Dave, if you didn't have an opinion on a topic, you could have just passed. Would anyone on the panel care to respond?

Juarez: I'll try to do that. I think that we're setting up a false dichotomy by saying we need higher quality in the senior institutions and therefore we ought not to have remedial education. I think we should have both, and I believe that the objectives of remedial education are precisely to provide a high-quality education. I disagree that remedial education is necessarily the cause for the low quality of education in some senior institutions.

I think that all of us in developmental education in community colleges agree that we want to raise the standards. Yes, it takes longer, but we have to deal with the world as it is. We're still struggling with the traditional tension between the Germanic-European university model and the traditional democratizing tendency that we have in all American institutions. I, for one, certainly would not want to see an end to that democratization process. If we want to increase the socio-economic position of minorities, women, and other individuals who, for one reason or another, have not received the proper education, we are not going to help matters by simply abolishing remedial education.

Sanford: Carmen, do you have any comments on this?

Leal: No, I think Dr. Juarez pretty well stated what I felt. I think that there is a place for everyone. We have to deal with the world the way it is and with which comes first, the chicken or the egg. You wonder where it starts. Is it in the elementary school, high school, or college? We have to deal with the problem as we face it.

Sanford: Dr. Davis, you represent the public school community. What is your response?

Davis: I'd like to make an announcement in a way. The study of the high school requirements is underway. We've just finished the first of four clusters of discussion with educators in the field on four of the curriculum components addressed in House Bill 246. Today we are starting our second round of discussions in Corpus Christi on physical education and vocational education. We will finish those discussions in the summer, and we will have public hearings in November. I did attend these sessions on English language arts, mathematics, foreign languages--which we now call other languages--and fine arts. You'd be surprised to know that a recommendation of 23 hours for high school graduation was made at that time. On the whole, people do want to increase the requirements for high school graduation. I do not know whether or not the issue of two diplomas is being discussed today, but they were discussed in the other sessions. You will want to be at those public hearings in November.

Miller: In 1899, John Dewey wrote his first book, which expressed his philosophy about the next fifty years. The book was School and Society, in which he developed his thesis that education is a triangle of the child, the society, and school. I believe that concept applies precisely to the dialogue that we're carrying on here today. The Carnegie Foundation is now putting a major effort into articulation. The Coordinating Board in the State of Texas is pioneering this at the state level with a statewide task force on articulation. Indeed we are all in this together: public, elementary, secondary, community colleges and postsecondary. I don't think the secondary schools are passing on their problems to us; we're creating enough in higher education on our own. It seems to me that the elementary and secondary schools are doing well considering the budget and other problems they are facing. We have our own problems. Yet when one looks at articulation, we're considering the issue of how we can work together better at the points of juncture between the circles, the overlapping sections. There is a great deal that we can do together, and there is a lot that we must do separately.

One philosophical approach to remedial education is a "let the people walk" theory, which was articulated three or four years ago during the gas shortages around the nation. The TV news showed a person from Texas with the usual hat and the very large pick-up and they asked him, "What is your solution to the gas shortage?" He replied, "My solution is very simple. Raise the price to two dollars a gallon." The reporter asked, "Well, won't that affect a lot of people?" He said, "Yes, those who can't afford it can walk." Indeed, by raising standards we are asking a lot of people to take a walk, both before and after they get in. Raising standards without providing responsible remedial education is irresponsible because it sets up a formula for failure. If you raise standards you can certainly help students by developing ongoing remedial education.

We've given lip service to remedial education for many years in the United States. Yet, when budget time comes around the money is not spent on remedial education. We haven't really funded our feelings or convictions. Now the problems of retention and high drop out rates force us to be serious about remedial education. There will be a tremendous response in this area. The fact that you are here, the fact that this conference is way over subscribed, indicates a genuine interest to help those who need help in all levels of education.

Sanford: I assume the fellow in that pick-up truck was from San Marcos. We would again welcome your comments or ideas. I would guess that someone disagrees with something that has been said.

Leal: I feel that what I have heard in these two days has been very informative and that this group is probably the most important in Texas concerning developmental education. I want to throw some ideas at you because you have given me some ideas. Some of the things that I have heard have left me dismayed. I think we need to reevaluate many of the terms that we are using in developmental education. This is a specialty area where people need experience. You can't get just anyone to teach basic arithmetic.

I'm going to tell you a story about one of my students, and then I want you to tell me what you think of him. He was a 58-year-old. He took arithmetic with me, and he tried very hard. We both worked together, and at the end of the semester I had to give him an F because he didn't meet the objectives. The following semester the same student enrolled in my class. At that time the Veteran's Administration wasn't paying for repeating a course. Hovever, he paid out of his pocket and enrolled. At the end of the semester the student received another F. This continued for five semesters. Finally, he died, hopefully not from my instruction. Was he a successful student?

Sanford: You didn't seem to think so.

Leal: Yes, I do.

Sanford: Why didn't you reward him?

Leal: Because that's the whole point I'm trying to make about developmental education. I am dismayed from what I have heard in these last two days because we have fallen into the postsecondary school trap of the A to F grading system. These are the things I have heard: If they don't make it in two semesters, they are out. If they don't meet the objectives, they get an F. If we can't screen them out in orientation with diagnostic examinations, we get them at registration.

We are talking about students who have decided to take a risk. What does Maslow say about risk-taking? They have decided, "Hey, I'm going to go to that institution and I'm going to enroll. I may not have been in school for the last five or ten years or maybe I flunked all those years in high school, but I'm taking a chance." Then a diagnostic exam is the first thing that hits them.

For developmental education, the 12th day report, state financing system and three hour lecture/lab courses are ridiculous and archaic. I hear the phrase "college material student" repeated. We're supposed to be in the student business. What's the definition of a student to you? To me, it's somebody who studies. I have two students that I can think of who went on to medical school, several to law school, some have become teachers. But they're not the subject of what I'm saying today. Mr. Wilson is the subject, he was the important one. He was a student. He learned. He was studying under me. Degree plan? If you enroll you have to be in a degree plan? What is the role of higher education? I have worked in community colleges all my life and have lived and studied in universities all my life. What is the role of community colleges? I don't know about universities; I don't know what their

role is or if they have a role or not. But community colleges are supposed to be colleges for the community. Why don't we get away from all of those things that we have experienced in education, like the semester, like the three-credit hour, like the degree plan. Why not try something completely and totally different such as the Montessori method for the postsecondary level, for example? I'm just throwing that out. Why can't somebody just come in and enroll in college and study whatever they want without all the constraints of traditional education?

Geddes: Because as you said, you have to deal with things the way they are.

Leal: Yes, but we need talent; we need innovation; we need creative people at all levels, the instructional, the state, the administrative level. Without that, it doesn't make any difference how good your programs are. Statistics indicate that developmental studies nationally suffer attrition rates of from 40 to 60 percent. That's going to continue. Hunter said, "Place a general emphasis on mastery learning. You can learn anything, given enough time." Everything he said here today is true, but it won't work in the structure which we have right now. It's not going to work because we have tried everything. You know how long developmental education has been around? Since 1960. We're going into the third decade and we haven't progressed very much. Most math courses in developmental studies are still taught by the lecture method, and we still have 60 percent attrition rates. Math wasn't developed isolated by itself. Yet that's the way we teach it. Math came about through the interaction with the physical world. It was a tool for you and me to use. That's nothing new. And so I throw that at you conservative traditional people who have been trained in the traditional conservative schools. We're dealing with a completely different animal here which needs to be treated in a different way. What is leisure? Shouldn't learning be leisure? Shouldn't the community college be a place where people go to communicate with one another and to learn and to enjoy. Our population is getting older, and we're either going to be ready for them or we're not. What's the difference between universities and community colleges now? Community Colleges teach vocational courses? Is that the only difference?

Audience response: I just don't think we are traditional conservative teachers.

Audience response: I tend to agree, and I would like to speak to the issue of flexibility. I think we are creative people. I use the grade of "I" (Incomplete) if the student hasn't mastered the course work but they're trying and they're studying. Why can't they take an "I"? They can continue for three semesters or whatever. There are creative ways to work within our system. We don't have to confine ourselves to the predetermined A through F. I think this group is very creative. I think flexibility is probably the word in developmental education. You must be flexible within each individual class and with every student.

Miller: I concur. It is similar to what has happened in extension work during recent years. It is attracting young, energetic, and alert people who have seen the opportunity and the action. I sense the same type of movement in developmental education. We started out with people who were almost coerced into developmental education, but we have had a metamorphasis during the last five or eight years. I think this group represents some of the most creative and exciting people in the State of Texas. You're on the up-swing. This

field is going to definitely become a greater concern to more people. The governor has come down very strongly in terms of basic skills. The Coordinating Board has spoken out for this area. So it seems to me that "where the action is" is where we get the creative and exciting people. It's just that simple. And this is certain to be one arena of action in the next ten years.

Leal: I'd just like to say that the reason you are the vanguard is because now they (administrators) find a need for it and the funding is there. And they know that is where most of the students are going to come from. Ten years ago we were hard put to find any money, but be on the alert. That's why I'm telling you. The money's coming; the support is coming. You're the creative people; you're the ones that will make your program work.

Audience response: I would like to see the development of programs which work more closely with ABE and GED programs that are already available and in place. Perhaps Mr. Wilson could have been better served by one of these programs. At our school these programs have close ties and students can be moved in or out to find an appropriate learning environment.

Audience response: I'd like to endorse the courageous remarks of that bold man, Mr. David Geddes.

Sanford: Is he your boss?

Audience response: I really want to go back to the comment about ABE. I am from Austin Community College, and I have a concept of a community college in my mind. I'm puzzled since what I've heard at this conference primarily resembles more of a university concept and university mentality. When I came to Austin, I interviewed at RASSL, which is the developmental arm of UT. It took me only a few hours of talking with them to know that I didn't want to be there. Now RASSL's fine; they've got great staff, nice people, and I'm sure they do good things through The University of Texas. But The University of Texas is a discriminating institution by nature. It means to keep people out and it keeps people out. That's its role. It's an elitist institution to educate the elite.

In my mind, community colleges are not the same thing. Their purpose is to open up access to higher education. If our point is access, it is confusing to apply the framework of a university or any discriminating institution of higher education to developmental education. The two things simply don't work together. It seems to me that it's up to us to carry out the state law that was written to give us new colleges and a new kind of framework. I want to talk about creativity for just a moment. I think we need some creative administrators.

Sanford: Another contradiction in terms.

Audience response: I hope not. What are the relationships between ABE, GED, ESL, Developmental Studies, and how can we make them fit together? More important, how can we make them work for students? Another factor to consider is that not all of our students at the community college are 18 year olds. We have been talking about how the public school is producing all these failures we're remediating. Actually, many of my students have said to me, "I

dropped out in the ninth grade simply because I wanted to drop out and also because I was immature." They realize that now, and they're back in school because they want a second chance. They also know that they missed three years of high school, and they're going to have to make it up someplace. So when we start talking about cut-offs, we're talking about people's lives; I think we shouldn't forget that. If we want them to have access to higher education, and I believe that decision has already been made by law, then some of these issues are new. We should get on with addressing how we are going to do it, rather than whether we're going to do it, unless you plan to change that the law. Let's get on with how to do it.

Sanford: We've got about ten more minutes.

Audience response: This is more university talk, which I am going to make without apology. Dr. Geddes made a very interesting point that I agree with when he called for stronger high school standards. Dr. Miller made another interesting point which I agree with when he said that, Raising standards without responsible remedial programs is irresponsible. I think that is a wonderful point. You also said that budgets don't go for remedial programs. In the spirit of the discussion that we need to deal with what we've got. I'd like to ask both of you for your perspectives as administrators. As someone who has been in developmental and basic education for 15 years, I know what my responsibility is to you. I have to document the efficacy of my program. I have to give you facts and figures. What creative ideas do you two gentlemen have from an adminstrative point of view to help me do my work? And how can you put your budgets behind what you've been saying this morning about responsible remedial programs?

Geddes: Contrary to what some have said, I don't think the budgets are going to be there. I don't think the State of Texas is going to provide money for remedial education at the senior college level. We have in our institution a disproportionate number of young people who cannot be helped. They absolutely cannot be helped. That's a very profound statement to say when you are dealing with kids who have SAT scores from 450 up to maybe 600. If you have several thousand of them, multiply that by the number of colleges and universities in this state and you can understand the magnitude of the problem. Not all students are there because they want to be helped. Some of them are there just to get money--don't you realize that? They're there because there have been massive amounts of federal aid. This fall the programs are going to be cut down considerably, and we are really going to feel the effects of the pinch on the state budgets. I don't expect that there's going to be very much money for developmental education. We have to do a better job with what we are doing at the college and university level in that we have to know a lot more about what we are doing as well. I didn't think that anything I said today would be very popular with the majority of the people here. Nevertheless, I believe in it wholeheartedly and that the public school system's gone right down the drain. That's where the job lies, not in the colleges and universities. Yet, there's time to remind that we've got one more chance in this country to do it.

Miller: Just some quick responses from the viewpoint of the administrator who has to read budgets. I'm spending four hours tomorrow morning with the UT System chairpersons throughout the state on three things: planning, budgeting, and evaluation. I also have a chairperson survival kit which I

developed. It includes some very mundane things, like getting reports in on time, knowing your superior well, and publicizing and marketing your product effectively. There is a lot more to your budgeting than being effective in the instructional arena. That is very important, but unless the word gets out, unless you're politically sensitive and tuned in on campus, you're going to be short-cut at budget time, particularly where we are dealing with non-formula discretionary budgeting of funds. You do have to make your case. I would say that administrative skills are probably one of the areas that developmental educators tend to lack. Some very simple administrative marketing and managing skills would help compete for discretionary funds at budget time. Often the work doesn't get back to the people who indeed make the budgetary decisions.

Sanford: Thank you.

Audience response: I would like to ask the panelists to respond to the recently published Ford Foundation Project Report which indicates that the value of education added model might be a better way of measuring an institution's effectiveness. For example, institutions with selective admissions and those that have open admissions, such as community colleges and some universities, might try to measure more accurately the entering and exit levels of skills that the students have. In this way productivity could be more accurately determined.

Miller: To comment briefly, the value-added dimension related to competency-based education is certainly a popular concept now. However, there are some real cautions. One is that it really depends on what students bring to college with them. We know that 75 percent of the variance in seniors graduating from secondary schools can be judged by two factors: median grade obtained by the parent and median family income. This finding comes out of very careful research of statewide models in Kentucky and Colorado. The value-added concept cannot judge the things students bring into college with them. Also, the value-added approach cannot judge things that students acquire in terms of living space, confidence and other very important college experiences. So, while it's good, and timely, I think the value-added concept has to be taken into consideration with these other factors.

Geddes: I certainly subscribe to what Dr. Miller just said. The Coordinating Board recommends legislative appropriations to colleges and universities based upon 12th class day headcounts. We are not considering value-added, or exit standards, or number of people who receive degrees. I'm hopeful that they will; I certainly subscribe to it.

Sanford: For the sake of the record, the Coordinating Board did recommend to the legislature that the universities receive up to three hours credit for remedial reading/writing/English courses. So there is some funding now. You could call it a drop in a bucket, but there is some funding.

Audience response: My question, Bill, is on your remarks. What are your future recommendations? Do you have any plans for similar courses in mathematics? Could you clarify why you said that we should no longer teach study skills classes for credit at the same time you recommended remedial reading courses in reading/writing/English?

Sanford: The position of the Coordinating Board has always been that studies skills should not be funded. That wasn't a change--that was a continuation of a situation we found in our old records. On your other question the state association of English teachers came to us with an action plea and a great deal of statistical evidence suggesting that freshman English, which was a fairly clearly definable level of accomplishment for our expectations of students, was not working for so many kids. Most of the universities in the state were having to offer something less than that to make up. They were able to convince the Coordinating Board that at least three semester hours of credit at the university pre-freshman level in those skills should be funded, and the Board did that. It was the theory of the squeaking wheel.

There are two problems in mathematics. We've been talking with mathematics faculty at the universities around the state. One major conceptual problem is that nobody knows any longer, although we did twenty years ago, what freshman math is and at what point it becomes remedial. At what point is math not being taught at universities? If you look at a course inventory at universities around the state, you will see some awfully low level mathematics courses receiving credit and funding. The boundary line is mushy and that's part of the problem. I can't say the Coordinating Board would not respond to a systematic research-based plea from a mathematics group if it were done. I can't say they would accept it either.

Audience response: I think you'll find studies skills classes around the state and, in fact, a number are being taught and reported for credit. Studies skills in 1965 meant how many watts you would keep on your study desk and how you would schedule your time. I think we've come a long way since then. There are many, many people in this room who are teaching studies skills classes, and they could make a pretty good case for it as an academic course. I think that in spite of your recommendation, studies skills classes are continuing to be taught, taught for credit, and they are important. That's why they are continuing to be taught.

Sanford: It doesn't surprise me that they are being taught.

Audience response: Then others of us discontinued courses and have not been able to come up with anything as effective to put in their places. It's an area of concern for some of us that I'd like to see discussed here further, or at least clarified.

Sanford: There is one thing we are doing at the Coordinating Board that Richard Miller gave a very quick shot at earlier, and I think I should announce as we finish this. In the context of this task force on articulation between public schools and universities, there is an activity that the Commissioner is very much interested in our getting into which ties in, incidentally, to TEA's activities responding to House Bill 246 on the comprehensive curriculum. We are going to try to develop a model of college preparatory competencies for the State of Texas. These competencies would not be entrance requirements or basic skills; they would be more than that. They would be an attempt to encourage public schools to put into their curriculum the knowledge and skills training which would make students more capable of expecting success if they go to college. Some school districts have them. We are trying to look for a model that could be used statewide. Of course both the higher education and public school community would have a part in the development of this model.

We would hope to have it ready to provide imput into the mechanism in the November public hearings of the State Board's activities.

We have generated ideas and questions, and that was our focus. We've appreciated your input and thank all the panelists on behalf of the staff. Thank you.

Legislative Concerns
Introduction by Kenneth H. Ashworth,
Commissioner of Higher Education

Anita Hill, State Representative, Garland
Gerald Hill, State Representative, Austin

Ashworth: I know most of you are practitioners who are involved with the question of effectiveness in the area of remedial education--the evaluation, establishment of goals, testing and placement by levels of preparation for education and the relationship between them. You're here, and talking about it, but I thought it might be helpful to get a different perspective by inviting a couple of legislators who are particularly concerned about education to join us today. So I have invited Representative Gerald Hill from here in Austin and Representative Anita Hill from Garland, and fortunately they have accepted. Gerald is a Democrat and Anita is a Republican, so we've got a good cross. Let me start with Gerald and introduce him quickly and then Anita.

Gerald is a graduate of Southwest Texas State University. He was elected to the House of Representatives in 1976 and served on a number of different committees. He is in the real estate business and is involved in many community activities, including the questions of education related to The University of Texas, Austin Community College, and the public school system itself. He also is close enough to his own alma mater to help them from time to time.

Anita is a graduate of Texas Woman's University with a Bachelor of Arts in Journalism. She was elected to the House in 1977 and has served on a number of committees in the Legislature and covered all kinds of topics, just as Gerald has. She is very actively involved in education, the Parent Teacher Association, AAEW, and Business Professional Woman's Club. She is involved with many women's activities as well. But we don't want three major speeches here today, we just want two. So rather than spend any longer on the introduction, I will turn the mike over to them.

Gerald Hill: It's a pleasure to be with you here today. I would like to open with just a few comments, and then we would like to take your questions. That's the reason we are here--to talk a little about the legislative process and share our problems with you so you will know what we are trying to deal with. I'm currently a visiting faculty member at Concordia Lutheran College, so I'm dealing with some of the problems with which you're dealing. When I tried to grade tests over the Easter break, it was pretty difficult.

This morning in the newspaper there was an article on the sports page I thought I'd share with you. I don't know how many of you saw it. The head line is, "Student Athletes Frequently Don't Live Up to Billing," and it discusses how 15 of the 21 student athletes interviewed will not graduate this year. Then it goes on to talk about their role in the university and the demands on their time and the problems they've had. That is not to say that I'm not supportive of the athletic program, but just to point out that some of our priorities may be misaligned.

In the legislative process, it's difficult to fund all of the requests that come before us. You heard three somewhat different opinions as to how and

where the money should be spent today. As a member of the legislature, that's what we face on a regular basis. We have limited number of dollars to spend on all of the academic and educational programs that are requested. The current budget in Texas is about $26.5 billion for the biennium. Of all the dollars we spend, more than half go into education--primary, secondary, higher education, retirement systems, salaries, etc. Over half of the state revenue goes into public education in some form. It's difficult when we have one group of educators come to us and say we need these programs on the elementary level. Then another group of educators comes in with requests for extremely good programs, but they say, we have to have this on the secondary level to prepare these children as they enter the higher education arena. Then we are asked to fund and decide upon higher education programs, many of which are worthwhile--but there are simply not enough dollars to fund all of the requests.

In many cases we get completely overwhelmed with the numbers. You will find more members of the legislature talking about full-time student equivalents and the square footage that's available than you will programs. Many administrators will come to us and say, "We only have 94 square feet per full-time student equivalent and they have 120. The national average is 113. We need more space." You hear very little talk about academic programs, but you hear a lot about full-time student equivalents and the number of square feet necessary to provide adequate room and facilities.

In one case, an administrator came to me and said, "We have a real space crush. We just can't provide the adequate space to teach all of the students that we have." I said, "Fine, I'll meet you at 4:30 Thursday afternoon and we'll tour the campus." He said, "No, could you come Friday morning about 9:15?" He didn't really want me on campus late in the afternoon, and I don't really blame him. Most facilities are not utilized in the late afternoons because it's just not done.

Remedial education is a very important subject. However, the differences among your own group are pretty diverse. How do the legislators make the decisions? Do we listen to the secondary level administrators who want to put these programs in the high school? Do we listen to the junior college group who say they'll provide it but need the funding. Do we listen to those in senior institutions who say they probably should have been educated somewhere else and are only there for the money? How do we make the decision? We hear all of those different points of view presented, which makes the decisions very difficult. I think that we've made a good start with the Coordinating Board allowing for the three hours of training. It is a start. It's a place that we can begin on the remedial road.

All of you are familiar with the TABS tests. I really didn't agree with the TABS program when it was first proposed. You test students at the third, fifth, ninth and eleventh grades. If you haven't tested them by the eleventh grade and you find out they have a problem, then it's way too late to tell those children, "You won't graduate next year because you have a problem and we have to do something about it." A successful testing program must be done as early as possible to find problems and correct them at early levels. When you test a ninth or an eleventh grade student and find out that they have a reading disability, in many cases, that person will be out of the pipeline before they get to be a senior in high school. They won't wait around. My wife taught ninth graders and is now teaching high school juniors and seniors.

Halfway through this semester a number of people came to her and dropped out in the eleventh grade. It's just not worth the hassle. They can't read; they can't keep up. It's too late once they get to that point. So we must concentrate on a lower level. That means we'll have to put some funding there, which will mean that those funds won't be available on your level. But we have to make the decision, and that's what we're here to talk about today. I hope you'll share some of the problems that you've had so we'll know better how to work with them when it comes before us next session.

Anita Hill: I can't add much to what Gerald has said, but there's not a politician alive going to pass up an opportunity to speak. When Dr. Ashworth called and asked me to appear on this panel, I started trying to procure some materials on remedial education. There is just not a lot there. What I have easily went into a manilla envelope with plenty of room left over, but I did make some notes and also made some notes after arriving here.

We must keep uppermost in our minds the fact that there are many people who have dropped out of high school. We cannot expect those people to return to the secondary school system. It's vital that we have these remedial programs at the community college level. At my district in Garland, we have a very good GED program, and in Dallas County we are blessed with an excellent community college system. But I don't think all the burden should go there, and I don't think that the senior colleges should look down their noses at community colleges that offer these programs. I believe that senior colleges are a part of the problem. I think that because many colleges and universities are using the open admissions policy to beef up enrollments because of the formula system. Also, reference was made by someone to The University of Texas being an elitist organization. I didn't graduate there, and I won't defend it. However, I do think that they are trying to limit their enrollment to make sure that the people who do enroll meet certain academic standards. I don't think we can require that at all of our senior colleges and universities.

We have a different educational philosophy now than we did a few years ago. The student may not be prepared by the time he or she leaves high school and later on matures to the point that he or she wishes to get a degree and an advanced degree. There is no way that these disadvantaged students can qualify for entrance into graduate programs of medicine, law, dentistry, or education without some form of remedial education. Too often we think of remedial education in the field of reading. We need to broaden our thinking to include fields such as mathematics, chemistry and writing.

Also, we must look at the cost effectiveness of this program. This is the thing that members of the legislature consider most often. The first thing that most members ask about every bill that's introduced is how much does this program cost? If you're going to get the program through the legislature, you're going to have to do an educational job on the legislature to convince them that not all effective programs that we fund are necessarily cost effective. I would compare this to transit programs funded by the federal government which operates year around at a loss. If we did not have a Dallas Transit Company many people could not get to work or to college.

You cannot say that remedial education is going to make a profit or break even, but what does it produce in our society? Perhaps it results in more productive members and less people on welfare and on the unemployment rolls.

However, I do believe that we need to have an on-going evaluation program to see where our remedial students end up and determine the effectiveness of remedial programs. I did have one paper on a remedial math course at the University of Michigan which indicated that students failed to go on to advanced math courses, and those who did fared poorly. I think the outcomes of remedial education should be documented.

Ashworth: A number of topics have been laid out here. One of the topics that is brought up constantly when I testify on our formula system and the question that's often asked by legislators is: why are we having to pay for this education again? We paid for it in the elementary/secondary system, and are being asked to pay for it again in the junior college. Now even senior colleges are asking for funding in this area.

Are there any comments, questions, or observations?

Audience Response: People are always trying to tell the legislators how to think right, and I want to give you a little bit of thought on that matter. I agree that the majority of the legislative effort should be oriented toward younger students because early intervention is generally most attractive and effective. However, Mr. Hill said eleventh grade was too late. I believe that we are all here because eleventh grade is not too late; junior college is not too late; senior college is not too late; and professional schools are not too late. The point I want to make is that we're right now in the middle of a trend of life-long education, both through formal processes through community colleges and educational institutions and informal processes through industries and community courses. This is the phenomenon that is on us. Secondly, one reason that it is not too late for adult learners is that frequently they compensate in the effects of the maturation and motivation which children frequently don't have when they are very young. So later intervention can be tremendously effective.

Gerald Hill: I didn't really mean for it to come across quite as harshly as I said. I agree with you; it's not too late. I volunteer at a community school in Austin and teach Texas government as a sideline as proof.

Audience Response: Some of the things that I see affect education as a whole. People talk about the responsibility of community schools or the responsibility of secondary schools. The idea that I'd like to submit is that the responsibility belongs to education as a whole. I don't think that we can remediate all the people before they leave elementary schools, just as we can't hope to reach all the people we get in community or junior colleges. But I would like to see an outlook develop that takes into consideration the overall role and status of education in our society. That is important because we need technologically qualified people, and we're falling very short of fulfilling that need at this point. We must unify to meet that priority rather than saying it's the fault of the elementary school or the high school or some other entity within the educational system.

Educational philosophy in general indicates that education is a cumulative process. Although not every person will attain a terminal degree, each person still has a right to achieve to the utmost of his ability in a free society. In that light, we must realize that the four-year institutions have a place and a

role and a function to fulfill in society just as do the community colleges, high schools, and elementary schools.

Audience Response: What we need in this society is a more diversified educational system. There is no reason to believe that the goals for The University of Texas ought to be the goals of community colleges. There is a place, definitely, for The University of Texas. We need that kind of institution. But that's not what everybody needs. People in this area need to keep saying that we need more diversity, and the legislature needs to keep hearing that over and over.

Audience Response: I'm not an elementary or secondary teacher, but I talk to a lot of them and, of course, the big gripe is salary. I'd like to know how you all make decisions. I think it's pretty clear, at least to the educational group, that teachers' salaries are so low that they don't attract the creative individuals with the qualities that might make a good teacher. Why aren't there more funds? I'm assuming that you are not hiking up teachers' salaries for a good reason, and I'd like to know what it is.

Anita Hill: I think that prior to the present time there has not been that much support for higher salaries for teachers. I think that the public is now to the point of supporting it. When there's enough pressure on the legislature, the legislature reacts. I would give as an example the war on drugs program during the last session when PTA members from throughout the state descended on the Capitol. Many members who normally would not have supported it voted for those bills because the people from back home were up in the gallery watching them vote.

I think parents, PTA members, students, faculty, and members of the legislature are finally realizing that we do have a crisis. My daughter is going to graduate with a degree in accounting next month, and she will start out at twice the salary that most teachers in our public school system will ever get to make, even with a master's degree. We've got to change our priorities or we're not going to have any teacher education.

I feel that the greatest thing about education and the people in education is that they are flexible and will react and fill the needs as they come up. In my own district, we have a night high school and we're filling the educational needs of a lot of the adults who otherwise could not finish high school. It's a need that is filled somewhat by the community college, but it is a little bit better at a certain level in the public school system.

Gerald Hill: Can I just briefly add to that? Probably one of the prime examples of salary levels and funding would be evident over the last two months as we searched out new athletic coaches. Look at salaries to identify priorites. How much do we pay the academic dean at a junior college? How much do we pay the football coach?

Audience Response: How much do you pay the English teachers at senior colleges?

Gerald Hill: It has a lot to do with priorities. Most of the members of the legislature like being there. They have to please their constituents in order to stay there. It's easy to support teachers, public employees, and higher

education when you're from Austin. There are 33,000 state employees, and it's not hard to understand that you have to support them. If you're from a rural community such as Ozona or Sonora or Tulia, there is no public senior college in your district. You may not have a junior college and probably have very few public employees. What do you have? A highway and public schools. What brings money into your district? Construction, highways, that sort of thing.

Audience Response: Can't we educate legislators to the fact that education is of such mass importance that we're still talking about their children, even if they are from districts that don't have a community college?

Gerald Hill: The PTA came to Austin and lobbied, and the war on drugs program passed like a bullet because of the organizational effort that went in, specifically by the PTA. Get the community involved on teachers' salaries. Just say, "Look, if you pay a football coach this much, why don't we pay teachers this much? Why don't we provide the incentive to keep them in the classroom?"

How can you teach Computer Science when anybody in Austin with a computer background can go to work for TI or IBM or TRACOR or any of the major electronic industries here for three times more the day they walk out of the classroom? That's the kind of thing we try to sell because we know the problem. I see it here. I know good teachers who tell me, "Look, I love teaching; I like the kids, but I have to feed my family." The jobs come up and they take them. Our legislative cohorts must be educated to this fact.

Audience Response: You said that we're paying for developmental and remedial education and we've paid for it before. That's been said a number of times. Do any real figures exist regarding what we are paying for postsecondary remedial and developmental education in the State of Texas? Do legislators have any idea about what the returns are on that money that is being paid again? Do we need to be providing you with more information about the students that are staying in school as a result of our work with developmental and remedial students?

Gerald Hill: We have very little information on that, and members of the legislature tend to support the things that they are most familiar with. If you want to make a supporter out of a House member for vocational education programs, take him to the high school and show him the automobile mechanics shop, the beautician station, and food service station. If you want to support a hotel management program, put a bunch of legislators in a bus and take them to the hotel on the University of Houston campus. Remedial programs are the same way--if you can show what they are doing and how they are cost effective. It's just a question of selling your program.

Audience Response: Has anybody shown you figures on the non-developmental, non-remedial programs in colleges and universities and the money that's being spent there, and the number of students that are being retained on an overall basis and what we're spending again for every person that is going to postsecondary schools? Are there comparative statistics?

Ashworth: The Coordinating Board is a data bank for higher education and we have recently identified courses as being remedial courses. We have approved,

as Gerald pointed out, a three-hour course in the senior colleges. So we can begin to identify what is remedial. But there's always a deficiency there. Math is an example. Some schools will consider college algebra as remedial because they expect it to be taught before the student gets there. Others will teach it at the college level and it's not remedial. It's very hard to identify exactly what you're talking about, but I think that certainly we have the capability of generating part of the information that you're talking about in terms of identifying the cost. I think you're talking about the other side, too, the cost/benefit ratio or relationship. Perhaps that's something that can come out of this conference.

Benefit is harder for us to measure. It's like asking, what is a baby worth? You don't know until the child grows up. So ask what are the benefits of remedial education--that's a very difficult and intangible thing. But in terms of educating the legislature, you have to remember that it is predicted that there will be close to 40 percent turnover in the legislature this coming session.

Audience Response: So you have retention problems, too.

Ashworth: Let's hope there's not a need for remedial help there. I'll say this. I think we should recognize that both of our legislators are valued by their constituents enough that neither one of them has any opposition.

Audience Response: I think it's important for us to note that, at least according to the statistics with which I'm familiar, one-third of the students in postsecondary education are retained or graduate within four years. It's a little bit higher in five or six years. I have to point out that the statistics which the people from Amarillo College have on retaining developmental and remedial students are higher than what other programs are doing in our colleges and universities. I just want to say to you all--let's show them.

Audience Response: There was a question Dr. Davis mentioned earlier. Many people in this room do not know what House Bill 246 deals with in the revision of public school curriculum. I think many of you are dealing with remedial sidelines, in other words, math, English, and such. Exactly what implications does that bill have for higher education? It seems to contain strong terminology for the public schools.

Ashworth: As I understand it, that's the bill requiring a new curriculum to be developed by TEA.

Audience Response: Isn't it new standards to get out of high school?

Anita Hill: I think it's valuable unless it results in teachers teaching the lessons by rote. I would like to see more stress on essay-type writing and comprehension of reading materials tests, rather than multiple choice and that type of testing, but for every test we develop there seem to be a few teachers who know a way around it.

Ashworth: I understand that a number of people in the higher education community feel that the bill gives the opportunity to define to the secondary

institutions what qualifications and expectations senior and junior colleges expect of graduates coming out of the secondary schools. For me, that provides a vehicle for communicating this concern and perhaps specifying what is required of the high school graduate to succeed in college. Hopefully this will be helpful.

Would either of you like to make any closing comments?

Gerald Hill: It seems strange, but during my short tenure in the legislature, we've seen a many changes in the secondary school curriculum. When I went through the program you had to have a second language to graduate. That is no longer a requirement for admission to higher education. Then we came up with the quarter system. It was probably the worst thing that could have happened, but we came up with a quarter system and offered all these new courses. We got away from the basic program and found out in retrospect that it simply did not work. While I've been there, we have also had another discussion on how long you should go to school. We cut five days off the required number of teaching days (from 180 to 175). Sometimes it's difficult to explain to the community that we're trying to help education. Even though some of us opposed lowering the number of days and favored going back to the old system and doing away with the quarter system, some people in the community said, "Well, these are new ideas that are innovative and we ought to try them."

Those are the kind of things the legislature is faced with. They don't always accomplish everything, and sometimes are misguided in what they try to do. But most of the members do try, and they listen to what you have to say.

You'd be surprised how important it is for you to contact the member from your district. It's much more effective if you get to know the member from your district personally. If you bring a busload in and you have a conference and everybody's coming to the Capitol--someone from Houston and someone from Dallas and someone from El Paso comes to my office--that's important and I listen. But I listen a little closer if somebody from Austin calls and says, "Hey, you screwed up. You shouldn't have voted that way, and here's why." If you can get personal contact, it's much easier to sell your program and to talk on a one-on-one basis than it is to say, "Well, we're in trouble, let's go to Austin." Don't let it get to that point. This is a really good process here, and I hope the sharing that you come up with will be beneficial.

Discussion: Assessment/Placement/Exit Competencies
Moderator: Stanton Calvert, Coordinating Board Staff

Marcia Epner	San Antonio College
Wilton R. Fowler	El Centro College
Albert J. Griffith	Our Lady of the Lake University
Judith Olson-Fallon	North Harris County College
Joseph Zielinski	Tarrant County Junior College

Calvert: I think that some of you who have been involved with developmental education for years know that it is similar to teacher evaluation. Everyone's for it, but no one wants to undergo it. Likewise, we know that there are large numbers of students who have learning deficiencies, inadequate preparation, etc., and you are all the experts on that. The questions in your packet pose some of the dilemmas that face people attempting to implement substantial programs in this area. What are the criteria that should be used to determine minimum performance level of students before they are admitted to the conventional college-level curriculum? After determining that, and dealing with such issues as the reliability of assessment devices etc., there is the question of when students should leave and whether they are ready to advance into one regular program but not into another. With just a little background as to the scope of interest which this panel will address, we will proceed.

Our point is to get away from polemics and rhetoric and to talk on a practical, nuts-and-bolts level. We are interested in the things that have worked, some things that maybe haven't worked, and the reasons why. Our panel members who are all actively involved practitioners will be taking that tone. It will be conversational and first-hand, using references to real-life situations at their campuses. It is intended to be that way, and I would ask you to raise your questions along the same lines.

Epner: I would like to begin by referring to some of the comments that have been made. Our legislative representatives said it's vital that we have remedial programs in the community colleges, that some of our priorities may be misaligned, and we have limited dollars to spend. I also hear on a daily basis an administrative expression which means a great deal--cost-effectiveness. What I would like to say today is that we're all fighting for the same students and the same funds. I suggest that the community or junior college does have a unique function, and funds for developmental education should be limited to junior or community colleges rather than senior colleges.

I'm supposed to talk about an assessment, placement, and exit competency program at San Antonio College. The only problem was that it didn't work. A program proposal with the following nuts and bolts was communicated with the faculty at large, the academic council, the faculty senate, etc. at San Antonio College. In our pilot program, certain students were to have been manditorily placed in a developmental program for a minimum of two semesters. Only those students who were below the eighth-grade reading level, in the lowest quarter of high school, and scored from 400 to 454 on the SAT (1 to 9 on the ACT) were to be required to enroll in developmental studies. The counseling department cooperated and issued different colored counseling cards to these students. The registrar cooperated so that those students would register during a certain block of time and we could process and enroll them in the courses that had been individually prescribed. The plan provided for gradual

counseling. You know how we complain about how the counselors only have five minutes for each student before registration. We were planning to start counseling students in October to allow each student as much time as necessary with the counselors. These were the nuts and bolts of the program. However, although the 1980-81 catalog stated that these students were required to complete a certain course of study, it was changed to "should" in the next catalog.

Many faculty members and counselors did not accept the program because it required a definite, substantive assessment procedure; a minimum period of time before the student could pass on to the mainstream; and requisite exit proficiencies consisting of in-house competency examinations. Unfortunately, the developmental studies counsel was accused of discriminatory procedures, and many elements of the proposal were rejected. The core was rejected because developmental education became recommended rather than required. We have many remedial courses in place, but we do not have a cohesive, structured, well-defined program of developmental studies. However, there is a brighter side. Our new administration is very interested in developmental studies, and a very large subcommittee has been appointed to research, study, and perhaps sell alternate approaches to the issues. I spoke to our vice chancellor for academic affairs yesterday and our president the day before and both hoped that a well-structured program would be implemented by fall of '83.

Fowler: I want to review the history of assessment at Dallas County Community Colleges--where we are and why we're there--as well as some of the problems we've encountered. We certainly haven't solved very many of them. In 1966, when El Centro College was started, it was decided that the ACT would be used as the assessment instrument for all incoming students. That didn't work well because students were not taking the ACT or any other assessment prior to enrollment. Also, we found that the ACT score was not a good predictor of success for the courses students were taking. We developed some in-house instruments that we could give quickly to students when they came, thinking any kind of instrument would be at least as good. We also decided to consider some other variables for placement since El Centro has such a diversity of students and a single test score really is not a good predictor of success. We decided that these students probably knew more about their capabilities than we could derive from a test, so we devised a little instrument that we used for them to tell us whether or not they could succeed. We used this test in conjunction with other tests in reading, writing, and math. Needless to say, our correlations were higher than the ACT. We also discovered that the way the assessment is done is probably a great deal more important than the kind of instrument that is used. We found that if you deal with the students and try to humanize the assessment process, then students probably will score higher on the test. It helps to stay with the students all day long through the testing and then register them. This was really good for the student but really bad for the budget, so we had to go back to a half-day assessment.

As the other campuses were built, each one decided on a different kind of assessment. This caused problems when students changed campuses because developmental studies was required on some campuses and not at others. In 1978, we decided that we needed to make it uniform throughout the district, so the first thing we did was to call a national conference in Dallas to get some idea of what all the community colleges were doing throughout the country. That really didn't help too much. Everybody was doing different things. So

we then proposed to go ahead and establish something. We have been working on a pilot project this year to determine the tests to be used and what the scores of these tests should be. Probably we will use this as a basis and then there will be other tests that try to determine where the students should go.

Griffith: Everything that we've said about developmental education in the last two days has been based on some kind of assessment of the situation. The assessment may be formal or informal, accurate or inaccurate. They may be appropriate or inappropriate. But assessment of some kind underlines all of our activites. Developmental education, and in virtually all of education. So, I want to talk a little bit about the importance of assessment and to state some of my assumptions about it.

The first assumption is that assessment is still a very imperfect art. We all know the story of the student who asked the professor, "Professor, would you give me your opinion of my paper?" The professor says, "It's worthless." And the student says, "I know, but I'd like to hear it anyway." Assessment may not be done well, but it is done. It is done all the time. There'll be some kind of assessment always going on in our colleges. Intelligent, planned, goal-directed assessment is better than haphazard, whimsical, subjective assessment. The more precise, accurate, and appropriate we can make the assessment, the better off we'll be. So, the final assumption is that better assessment should be a priority in our developmental programs just as it should be throughout higher education. I come from an institution with a strong bias in favor of improving assessment.

Our Lady of the Lake University has a competence-based general education program. To go into competence-based education, you not only have to admit that you are willing to set your outcomes and explicitly state what you want, you also have to agree to assess them in a way that meets the criterion of accountability that shows whether or not you are, in fact, achieving these outcomes. From the experience that we've had working with competencies, I'd like to raise some questions that seem to be critical in regard to assessment in developmental areas. First of all, do we really know what we want to measure in our entry assessments for college, in our pre-assessments for placement, in our exit assessments at the end of our developmental program? Are we trying to ascertain all that the student learns in precollegiate education, or do we want to find out just if he knows certain specific things that we feel are necessary for college? If it's the latter, is it knowledge that we want to assess, or is it certain skills? Or are we trying to see what he or she can do? Are we assessing for the students' aptitude, or the students' mastery of material, or the students' memory of the material mastered years ago? This is particularly true of our non-traditional students who have been out of school for a long time. Are we trying to assess the cause of any deficiency that may be present? Are we trying to find out if it's due to poor secondary background, or lack of motivation, or interference of dialect, or second language, or low aptitude, or the fact that the student had other interests?

Another major question is once we know what we want to assess, must we measure it directly? That is, if we want to know if the students have a certain skill, must we have the student perform the skill and assess it, or can we use indirect assessment that says something that correlates with that skill? For instance, many Enlgish tests used over ten years have not assessed directly

students' ability to write, but have assessed skills that seem to have a high correlation with the ability to write.

Another major question is: What do the available instruments measure, such as the ones that we get from testing companies and so on? Some skills such as reading are, perhaps, more readily assessable, and therefore more accurately measured than others, such as writing. Some of these assessment instruments may measure much more than we need to assess for the purposes we have in mind. We might like to assess some skills such as personal interaction skills and affective traits
that are hardly ever measured by standardized assessment instruments. Some standardized instruments may measure only what has been remembered from an education that may have occurred a long time ago rather than what was actually mastered at some point in the education. Some assessment instruments may tell us a lot but still may not discriminate enough for diagnosis and placement in the manner in which we wish to perform those functions. How good are our homemade instruments? If they are a typical faculty product, they may be quite unsophisticated and even inept at times, especially in regards to skills areas. Faculty are pretty good at assessing knowledge, but they are not nearly so sophisticated when it comes to assessing certain skills. Furthermore, if the politics of survival is tied up with these assessments instruments, they may be too self-serving to be useful. If there is no control to make sure that a larger purpose is being served, a departmental preassessment instrument may be designed to guarantee production of a certain number of developmental sections that will be able to keep a faculty a certain size.

Another major question is: When should the preassessments be given? Should it be cold, without any preparation, or should it be with review, particularly for non-traditional students? A student who has been out of school for a year and comes back and takes a math preassessment may remember hardly anything from algebra or geometry. But he might do much better with a brief review or if the instrument is designed to provide some of the information he needs to recall what he previously knew.

Another question: Even if we have instruments which truly measure and discriminate, how do we set cut-off scores? Have the instruments been normed for the purpose for which we use them, or have the norms been based on some other purpose? Are there any natural boundaries, or are they all arbitrary? Can we, in fact, have a single cut-off that is appropriate on an instrument if the various sections do not have a common objective or are not controlled in some way? If cut-offs are imperfect, then, do we permit appeals, reassessment, speeded-up developmental work, or even the right of the student to reject the advice that is given to him on the basis of the assessment?

If we have assessments that effectively discriminate for initial placement, shouldn't these same instruments be effective for placement at the end of the developmental program, for the exit course requirements? Why do faculties seem to resent using the same assessment that determined initial placement at the end of the developmental course? Is it because they are afraid it may show that they are still not ready, and they prefer to use their own assessment in which their subjective judgment becomes the criterion for whether the student can go ahead?

Perhaps we should have common exit assessments for the developmental program and perhaps they should be either the same or very similar to the ones used for placement. At any rate, we should have assessments that are clearly related to the objectives. Too often the objectives will be stated in one way, agreed upon on a departmental basis, and then what the individual instructor actually assesses in the course may be something entirely different. The grade may be based on whether the student attended regularly or exhibited the proper decorum in class or something like that rather than on whether the student attained the objectives of the course. I think better assessments will result in better instruction because the goals will be explicit. Both the student and instructor will know what's to be assessed at the end. More students will achieve the desired objectives and our developmental program will be much better because we have clearly articulated what we wanted to do, and determined and applied a way to see if we're achieving those goals.

Olson-Fallon: Let me tell you a little bit about my school and our program so you can understand what we're doing. Then I'm going to address two issues, assessment procedures and the development of a competency-based program for our developmental English. I'm from North Harris County College, which is an eight-year-old school with approximately 8,000 academic or college-credit students. Over the eight years of the college's existence, the shift has been from vocational to academic. Since I've been here for the last two days, I realize that our program is very limited. We only have seven courses. We have a studies skills course and a three-course sequence in both math and English. When a student enrolls at North Harris, the big question is whether or not he or she is developmental. Our assessment procedure has been geared to that, to determine whether a student is ready for English or Math 132.

Based on a six-year study, we found the ACT scores we were using were not effective predictors. It was not statistically reliable enough to predict success for developmental and non-developmental students as they entered Math or English 132.

Because of that and because we also did not have very good strategies for assessing students without those scores, the math department and the developmental English department devised their own in-house instruments. Based on discussions that I've heard in those two areas, there's just one comment I'd like to reiterate. If we devise in-house instruments, it should be a humanizing process. Our math people realized that the developmental students may be a little bit older and unfamiliar with the terms, although they may be able to work out the problems. They devised an instrument in which the student works through a problem for which the answer is given. This allows him to get the feeling for the procedure, and then he must do another problem without the answer. So he gets a chance to warm up. The English people were not so sensitive. The first question on that test was: Tell whether this sentence contains a comma splice, or a run-on. We pointed out that the developmental student might be able to make that correction but might not know the terminology. However, they chose not to chance the instrument. We have no feed-back on this instrument yet since it was used only this spring. We do have limited feed-back on the math instrument which indicates it predicts good success for developmental as well as nondevelopmental students.

The second issue was a decision to develop a competency-based developmental English program. We've written competency tests for the

grammar portion of our course sequence, and in each of the three courses we have decided what editing skills the student needs and built alternative competency test forms for each of these skills. Written master exams follow at the end of the course. It's been an interesting experience, and several areas remain to be worked out. First, there are many issues that must be settled regarding what the format of the test is going to look like. How are we going to set up the items? That took a lot of time to work our way through. We have some real qualms about what we've done because I think in the long run we've become too test-oriented. We've also emphasized grammar over writing. The student may perceive us as being grammar-oriented rather than writing-oriented. We've also stressed recognition rather than use of a skill. However, the process has opened up a productive dialogue with the English department, because we now can say to them, "This is what we think you are expecting of us; you take a look at this and see." So we really have had some productive responses. In fact, they are considering using our math exam for the higher level course as an entrance or diagnostic test in English 132 just to check the students' editing skills.

The other factor is that some control has been given to the student. Sometimes we fail to let the student know what his level is. We sort of just mysteriously fill in the objectives for him as we go along. We have developed a diagnostic test which is a mirror image of the mastery test, so that at the very beginning we can get a sense of what we have. The student has some control, too, because he has a list of these editing skills that we've isolated at the very beginning which are not at the level they should be. I think we've made some positive growth in this area.

I've brought some examples of our competency and mastery tests. We're not comfortable enough about passing them out because we just did an item analysis. We want to look at some items carefully, but if you'd like to come up and talk to me about it and look at them and give me your name and address, I could probably send you some as soon as we do our last evaluation on them.

Zielinski: I'm ideally suited to speak to you today on a topic of remedial education for two reasons: One, for a good portion of my life I labored under a handicap of being a yankee, a Polack, and having at least one degree from Texas A&M. Secondly, I graduated from a pioneer program in remedial education at Boston University some 20 years ago. So I'm a living example that remedial education does indeed work. I'm going to give you a combination of what Tarrant County Junior College is doing and a few thoughts of a person who is a survivor. Tarrant County Junior College on the south campus has what is considered one of the better developmental programs in basic education, called basic studies, that is around. It's been written up in Roneche's book, among other things.

We use assessment just like some of the other colleges that have spoken. In our assessment, we need to make sure that we use tests that are valid and reliable on both ends, not only on the front end, but also on the back end. I'm a firm believer in the competency-based education approach. I think that this was one of the factors that made me successful. In the program that I was in earlier, we were forced to prove, before we could get out of the program, that we, indeed, had learned the basic skills. Developmental education must address the fact that we are not spending sufficient time on basic skills either on homework or in the classroom. The research indicates that only this area

has substantial backing as a factor in developmental education. We are just not spending enough time. I can remember them making me sit and do syllogisms and such. It made me learn how to think. When I got to the end of that, I was placed in classes where there was positive reinforcement going on all the time, causing me to spend additional time to learn these basic skills. At the end of the program, it really wasn't that big of a problem to pass the examination. I would encourage all of you to examine your programs and see if you're spending enough time in those particular areas. I say that as an individual, primarily as a survivor. If it hadn't been for that factor, I'm not sure that I would have made it in any remedial program. I think it's something we've gotten away from, not only in the public schools but in our secondary schools.

Tarrant County Junior College has gone through a similar process as El Centro. We spent about the same amount of time looking at various ways and means of doing the assessment and have concluded that we should try and assess every student, if possible. We start the process approximately nine or 10 days before the students actually register for class. We try to carry it out in a very humanistic manner, reducing the stress on the student. The idea is to expose the students to as many things as possible that may be beneficial to them. That includes individual course representations in the areas of English, math, reading, and our basic studies program, which is a team-taught block program. We do an excellent job of placing the students in the courses and programs initially. I am not convinced that we are doing so well as far as exit competencies are concerned. This remains an area of concern for me.

I would add a word of caution regarding competency. Many areas of the country have spent a good deal of time considering this issue. Unfortunately, in some cases there has been litigation which has thrown out the ability of school systems to do competency based testing within the school system. I'd have you consider that, and if you want to talk to legislators about something later on down the line, be prepared to defend competency testing because you may have to.

Another factor which is very important in remedial education, as far as I'm concerned, is to have those basic skills within the classroom supported by a particular arm within your institution. If you do not have the support of the counseling and assessment areas, your programs stand a good chance of not being as successful as they could be otherwise. I would encourage everyone to cultivate people who are in those positions. Try and make them as knowledgeable as you can what it is your programs are attempting to do. Gain their support, because without it your program will not be successful.

Calvert: One final comment: Whatever the inadequacies of the assessment device, you need to be able to show outsiders independently that progress has been achieved. It may not relate to the progress made at another school, but at your school some internally consistent--using the same document if nothing else--method of showing that progress has been made is essential to get outside support for your programs.

THE DEVELOPMENTAL PROGRAM AT ALVIN COMMUNITY COLLEGE

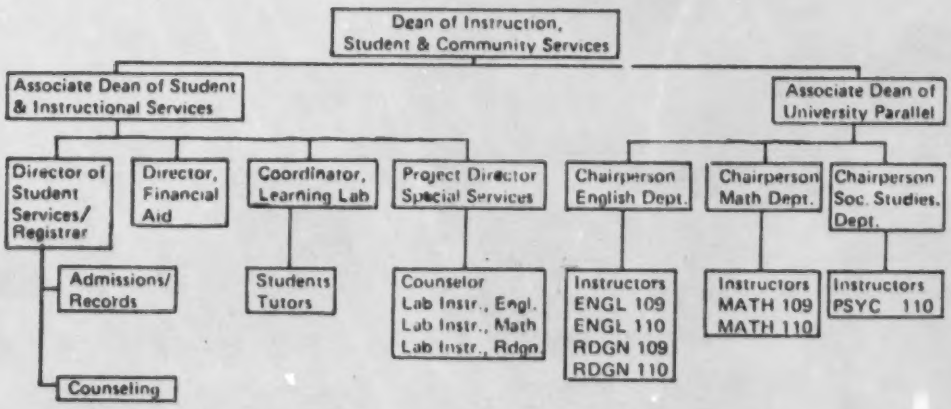
Administration

The developmental education program is administered through the Office of the Dean of Instruction, Student and Community Services. The Office of the Associate Dean of University Parallel is responsible for every phase of the operation of the developmental courses---content, staffing, and scheduling. The department chairpersons in math, English, and psychology are responsible for all policies and procedures in this area of programming.

Support services are supervised through the Office of the Associate Dean of Student and Instructional Services. The Director of Student Services/Registrar (Counseling), the Coordinator of the Learning Laboratory, the Project Director of Special Services and the Assistant Director of Student Financial Aid and Placement all report to this office. The Director of Student Services/Registrar is responsible for admissions and counseling.

The Coordinator of the Learning Lab administers the local placement testing program, schedules use of lab facilities and equipment, and oversees a student-tutor program. The Project Director for Special Services supervises the staff and operation of non-credit special services labs, maintains counseling services for grant participants, and supervises the enrollment of developmental students during registration.

ORGANIZATIONAL STAFF CHART
DEVELOPMENTAL PROGRAM


Dean of Instruction, Student & Community Services
Associate Dean of Student & Instructional Services
Associate Dean of University Parallel
Director of Student Services/ Registrar
Director, Financial Aid
Coordinator, Learning Lab
Project Director Special Services
Chairperson English Dept.
Chairperson Math Dept.
Chairperson Soc. Studies. Dept.
Admissions/ Records
Counseling
Students Tutors
Counselor Lab Instr., Engl. Lab Instr., Math Lab Instr., Rdgn.
Instructors ENGL 109 ENGL 110 RDGN 109 RDGN 110
Instructors MATH 109 MATH 110
Instructors PSYC 110

Instruction - The faculty in the developmental studies program, in most cases, are qualified not only to work with developmental studies, but to teach the more traditional courses. The developmental faculty for the most part have masters degrees in the discipline areas of their assigned courses. Instructors are assigned each semester by the department chairpersons in math, English and psychology. At one time, assignments to developmental courses were rotated among all the members of a department so that instructors would be more aware of the needs of developmental students and students could have exposure to "regular" faculty. However, a recognition that developmental instructors need special skills has led to a trend of assigning only certain instructors to developmental courses.

Learning Lab -

(a) Coordinator - The Coordinator of the Learning Lab is an Administrative/Professional position within the structure of the College. The major duties of the Coordinator are:

- The administration of the Learning Lab in cooperation with the other departments on campus, and the establishment of a schedule to provide full time lab coverage by existing personnel.
- The design and implementation of support programs for all departments that request assistance from the Lab.
- The development and administration of the Learning Lab budget.
- The orientation, scheduling and supervision of students in the peer tutoring program.
- The development of tutoring programs and procedures in cooperation with appropriate departments.
- The establishment of a storage and checkout system for support materials for supplemental study for all institutional areas.
- The publication of records, statistics and other data relevant to the Lab utilization (follow-up studies, etc.).

(b) Part Time Assistance - The Learning Lab "paraprofessional" is responsible in the absence of the Coordinator for the operational activities of the Lab. In addition, this person provides direct and immediate monitoring of the tutors in their tutoring activities, and works with the Coordinator in preparing schedules and reports. The person filling this position since its creation has functioned as a master tutor in advanced math and advanced sciences.

(c) Tutors - The tutors in the Lab are of two types (sometimes individuals perform tasks from both categories). The first type is clerical tutors, whose primary function is the creation (with the instructors) of files and related data for developmental class students and the typing, copying, and filing of tests and assignments. These tutors also work directly with the instructors in classes and labs to provide immediate grading and assistance with teaching aids. The second type of tutor is the one-on-one teacher, who assists the student in understanding the material or concepts that he is having trouble with in his classes. These tutors generally are occupied with tutoring advanced level students on a walk-in basis and with developmental students in the developmental labs.

Counseling - All the resources of the Counseling Center staff are available to developmental students as follows:

Director of Student Services/Registrar

Professional Staff

Counselor (Advisor to International students)
Counselor (Special Counselor to Handicapped students)
Counselor (Special Counselor for Women)
C.E.T.A. Counselor

In addition, through the Special Services grant, a counselor is available to Special Services students 20 hours per week (half-time) for academic advising, career guidance, and personal counseling. A qualified learning diagnostician (5 hours per week) is also available to accept individual students by referral for testing and instructional "prescription." All the professional staff members have at least a Master's degree.

Training - All faculty members and counselors at ACC, including those assigned to the developmental program, participate in the professional development program (PDP) of the College. In addition, relevant workshops, conferences, and seminars are attended as resources permit. The College provides funds each year for full-time faculty members to attend professional meetings. Occasionally, consultants are utilized by developmental studies staff members, and the training process is continued as the staff strives to improve its methods and obtain the goals of the curriculum. Extensive specialized training has been offered to those persons involved with program development over the past three years through the National ACCTion Consortium. Nine instructors participated in several training conferences, including a materials workshop; exemplary site visits were made to four other schools in Texas and members of the instructional specialist team have participated in several orientation and conference meetings.

Admission Procedures - Current procedures for handling admission applicants, health and immunization statements, and test scores are as follows:

(1) When a person takes a national ACT or SAT, the student profile and scores are sent to three institutions of the student's choice. If Alvin Community College is one of the choices, we receive two paper copies and a magnetic tape of the test information. (Results of our local ACT exam are only sent to this College.)

(2) Admissions and Records keeps one copy, and Counseling, the other one.

(3) The copies are checked against our record of students and applications of potential students.

(4) Recruitment letters and sometimes brochures are sent to prospects who have never applied for admission, regardless of their scores.

(5) Prospective students request admission packets in person, by mail, and by telephone. They are freely given during recruitment contacts.

(6) If an applicant marks handicapped on the health and immunization statement, a copy of that form and the application are given to the appropriate counselor for follow-up action.

(7) An acceptance letter is given to everyone accepted. Walk-ins are handed the letter. When all needed documents are on file, a full-acceptance letter is given.

(8) If transfer transcripts indicate previous enrollment in English and math, test scores are not required.

(9) Entrants who check "selected courses only" on the admissions form are fully accepted with no other documents. They are verbally encouraged to provide or take a test if they plan to take an English or math class, and they are referred to Counseling.

(10) When the time is appropriate, applicants are supplied with a catalog, degree plans, transfer evaluation requests, transcript order forms, and schedules.

(11) All applicants are offered the opportunity for free placement testing prior to enrollment by a referral to the Learning Lab.

Students who enter ACC without some indicators (test scores) of their ability to perform college level work are given local placement tests in the Learning Lab. The tests currently given as the "local placement test battery" are the Nelson-Denny for reading, the California Achievement Test for math, and a departmentally scored writing sample for English, as well as the Learning Styles Inventory and a self-assessment inventory. Unsatisfied with the more than ten-year old norms of the CAT, and with the fact that the arithmetic test gives no valid indicator of a student's ability to do algebra, we began to search for more directly relevant placement instruments. The subcommittee on testing obtained a sample kit of a new College Board exam that is written as a placement test for in-coming college students. After studying the test, each area (math, reading and English) agreed to a proposal by the subcommittee that we administer these tests as a pre-test for the first college level courses in each area and as a post-test for the developmental courses to obtain some data to determine the validity of these tests as placement instruments for our students. The math department began to do this immediately, and we have two semesters of results from their efforts. Reading classes will begin to be post-tested in the spring 1981 semester. The English department decided to develop its own standards and criteria and has not participated in the "investigative testing" program. This information is included in a special advising folder for selecting curriculum and career goals.

Counseling - The Counseling Center provides a comfortable, relaxed atmosphere in which personal concerns can be discussed in a confidential and professional manner. Counseling is a joint effort between the counselor and the student in which problems are discussed, options and alternatives explored, solutions and understandings sought. The particular needs of the individual determine the exact nature of the services provided. Skills for personal growth such as decision-making, career and life planning, assertiveness, leadership, time management, academic adjustment, and interpersonal communication can be developed.

During the course of counseling, it is recognized that some students' placement scores and academic background indicate the need for developmental courses or tutoring. When this is the case, the purpose of these services is explained, and the student is directed to Special Services for further assistance. In addition to receiving general counseling and advising, students who have a physical or mental handicap can obtain needed special equipment and services in order to fulfill their educational objectives.

Registration - Special attention is given to the developmental student during the official registration period, especially during enrollment for the first semester. Actual registration for classes at ACC is held immediately prior to the first day of class. Students receive a "Permit to Register" which indicates the time they are to appear to register. Through the Associate Dean of Student and Instructional Services, students who have already developed their course plans with the help of a faculty Special Advisor, are given "Preferred Permits" allowing them first choice of classes.

Students who arrive with low placement scores or no placement scores are directed to a developmental advising area. Specially trained faculty volunteers from all curricula areas as well as from the developmental course areas are available to assist the student in creating an appropriate course plan. The student who has no placement test scores is encouraged to participate in local testing---immediately available in the Learning Lab---before proceeding with course selection and registration. This process offers several advantages to both students and staff:

(1)"Drops and adds" caused by inappropriate placement are reduced.

(2)There is a heightened awareness on the part of faculty who are exposed directly to the needs of academically disadvantaged students as well as an increased appreciation for the developmental program as a resource for these students.

(3)Students have an increased awareness of available classes and support services.

No student enrolling in a developmental course may complete the registration process without an authorized signature from the Developmental Advising group.

NOTE: Once classes have begun, an instructor may request that a student "move up" or "drop down" without charge or penalty if the instructor feels the student is inappropriately enrolled. (See Appendix E)

Community Recruiting

The Developmental Curriculum Committee agreed that our program can serve as the basis---the initial college encounter---for any student who is unsure, undecided, or unprepared. Therefore, recruiting for the developmental curriculum should be concerned not only with high school counselors and graduating seniors, but also with employees and their families of area businesses. To that end, developmental program recruiting will be coordinated with overall college recruiting efforts in the business sector, and possible contact people will be identified. By incorporating the developmental curriculum into a total recruiting program, we hope to establish credibility, enhance its standing as an integral part of the college experience, and successfully explore a potential student populous heretofore tapped only by special employment-interest groups.

Course Offerings - Basic Skills

ACC has developed and identified ten courses (excluding one-hour supplementary lab courses) as the basis of a possible developmental curriculum:

2 reading courses
2 English courses
2 math courses
1 human development (psychology) course
1 speech course
1 orientation course

Grading Policy - The most distinctive feature of the ACC grading policy affecting students enrolled in the developmental courses is the "R" (re-enroll) grade. Because we recognize that students learn at different rates, the "R" grade is a device to allow additional time without penalty for the student who requires more than one semester to meet course objectives. When course objectives are met the second semester of enrollment, the final grade in the course is recorded and credit awarded.

Transferability Credit - As a general policy, ACC offers only those courses approved by the State TEA and Coordinating Board. In keeping with this policy, all the developmental courses designated 109 (3 hours), 110 (3 hours), and 101 (one hour) earn "local-credit" hours. The student, in most cases, may apply these hours as electives towards an AA or AS degree from Alvin Community College. In the sense that other colleges and universities accept the degree from Alvin "en bloc," the developmental credits are transferable. However, the credits are not considered as transferable credits to meet curricula requirements. Although students are ultimately responsible for meeting transfer requirements, the staff is cautioned to inform each developmental student that the credits may not transfer to other institutions.

Exit Levels - Achievement of exit-level proficiency in ACC developmental courses is measured by each student's performance on weekly assignments and tests and on the final exam. There are no extra course or "external" processes for assessing such proficiency. Performance on the final exam may be the largest single determining factor. In English 109, for example, the final exam grade is 50% of the course grade because the exam is a comprehensive testing of the three skills categories that constitute course content.

EVALUATION MODEL - The following is a proposal for evaluating the developmental programs at Alvin Community College. This proposal incorporates a brief summary of the philosophy and facts which have led to the introduction and acceptance of developmental programs in higher education, the general attributes of developmental students, the nature of developmental studies in Alvin Community College, the responsibility of the Developmental Program Committee, the evaluation design that the Committee proposes to employ, and the Committee's recommendations for follow-up evaluations. The educational concepts of Jerome Bruner, Benjamin Blume, and others, along with social and economic evaluation, have promoted the acceptance and practice of egalitarian values in high education. Colleges have removed or lowered the admissions barrier, and a large number of low-achieving students have been admitted into higher education.

The main characteristic of the developmental student is his/her low academic achievement. Other attributes may include one or more of the following: low need for achievement, low motivation, low economic level, unrealistic career aspirations, poor study skills, and poor social skills. The developmental program strives to link the attributes that the student possesses with the attributes that are required to succeed in college. The Developmental Program will be evaluated in relation to the expected outcomes which were established by the Developmental Program Committee as follows:

1. Measure developmental students' academic skill achievement in English, mathematics, and reading by using a pre- and a post-test.

2. Increase developmental students' retention in school (measured by the number re-enrolling the following semester).

3. Measure developmental students' achievement by computing grade point average of developmental and regular college courses.

The evaluation design will consist of a comparison of two randomly selected groups of low-achieving students. One group will consist of randomly selected students who are taking developmental courses, and the other will consist of a randomly selected group of low-achieving students who are not in any developmental studies. The comparisons will consist of the following:

a. Retention - Number of semesters re-enrolled.

b. Grade Point Average - Overall college work completed.

c. Academic Skill Growth - Pre- and post-tests to determine if developmental students have a significant gain in academic skills over low-achieving students that do not participate in developmental studies.

ACCESS PROGRAMS
AMARILLO COLLEGE

I. ACcess Background

A. Program began in 1974

B. Program was designed by a committee headed by the academic dean

C. Program was given title "ACcess" as an indication of its purpose to provide "access to success" for underprepared students

II. ACcess Facts

	1974-75	1981-82
Amarillo college credit enrollment (approx.)	8,275	11,300
Students served in ACcess (approx.)	400	1,200
ACcess full-time faculty and staff	2	15
ACcess part-time faculty and staff	6	8
ACcess contact hours generated	10,113	91,703
Revenue generated by ACcess (approx.)	$45,000	$500,000

III. ACcess Criteria

To qualify as an ACcess advisee a student must have one or more of these scores:

SAT Composite	0 - 630
ACT Composite	0 - 10
High School average	0 - 73
Nelson-Denny Composite	0 - 40

IV. Retention and GPA of ACcess eligible students

	Retention	GPA (4.0 system)
1972-73	33.0%	1.50
1981-82	67.5%	2.28

V. Former ACcess Students - 1981-82

A. Former ACcess advisees are those who have achieved

(1) 10th grade reading level and/or
(2) 18 credit hours with 2.0 GPA or better

B. GPA and Retention Statistics, 1981-82

	No. Courses taken	GPA	Retention
Former ACcess/ESL	1,076	2.25	76.3%
College Population	16,229	2.51	58.6%

C. Lack of course completion by percent

	W	WX	I	WF	WP
Former ACcess/ESL students	9.7	2.5	1.0	1.7	3.7
All Amarillo College students	9.0	3.2	2.1	1.0	3.4

In fall 1981, 2.5 percent of all courses taken by former ACcess/ESL students resulted in a grade of WX as opposed to 3.2 percent of total courses taken by all Amarillo College students. Only 1 percent of all courses taken resulted in incomplete grades for former ACcess/ESL students while 2.1 percent of those taken by all Amarillo College students ended with an incomplete grade. In all other categories (W, WF, WP), former ACcess/ESL students had a slightly higher percentage of withdrawal grades than the college population in all courses taken.

D. Course completion rate by majors

The following is a comparison of ACcess and non-ACcess students by major or degree program in terms of GPA and withdrawal/incomplete grades during the Fall of 1981.

Total degree programs: 102

	GPA	W	WX	I	WF	WP
Former ACcess/ESL ahead*	28	45	40	42	19	33
Non-ACcess ahead*	39	21	11	5	9	18
No comprsn/no diffrnce	35	36	51	55	74	51

*Higher GPA or lower withdrawal rates

In 28 degree programs, former ACcess/ESL students were ahead of non-ACcess students in terms of GPA; in 39 majors, non-ACcess students had a higher GPA; and in 35 majors, there was no comparison data or no difference.

Former ACcess/ESL students consistently had a lower withdrawal (W,WX, WF,WP)/ incomplete (I) rate in more degree programs than did non-ACcess students.

VI. "Ultra-High-Risk" Policy and Procedure

A. "Ultra-high-risk" student = below 6th grade on Stanford Diagnostic Reading Test.

B. Approximately 8-12 students per semester

C. ACcess Guidelines

1. Work with students for three long semesters
2. If inadequate progress has been made by the end of second semester, a contract will be negotiated containing the following elements:
   a. Student will be ACcess advisee for one more long semester
   b. Student will be placed in block of courses designed to build "world of work" skills including: vocabulary, writing, communication, career planning, job seeking
   c. At the end of third semester student will be counseled into job or vocational/adult vocational training program.
   d. After third semester ACcess' responsibility, support and advising terminates

D. Tracking - ACcess will continue to trace the performance of "ultra-high-risk" students if they remain at Amarillo College.

A BAKER'S DOZEN QUESTIONS ABOUT ACCESS: THE ABBREVIATED REPORT**

Compiled by the ACcess Center
In Cooperation With
The Office of Institutional Research
Amarillo College
1982

**FOR MORE DETAILED ANSWERS, CONSULT THE UNABBREVIATED REPORT SUBMITTED TO DEPARTMENT CHAIRMEN, DIVISION CHAIRMEN, AND PLACED AT THE MAIN DESK OF THE LRC ON WASHINGTON STREET CAMPUS AND WEST CAMPUS.

1. Who is an ACcess advisee?

   Entrance criteria for ACcess advisees include these scores:

SAT Composite	0-630	
ACT Composite	0- 10	
High School Average	0- 73	
Nelson-Denny Composite	0- 40	(below 9th grade reading level)

2. What is the role of ACcess?

   The role of ACcess is to (1) offer developmental courses, (2) provide academic support, and (3) serve academically underprepared students.

3. Is the ACcess division a drain upon the college budget?

   No. Income generated in 1981-82 by current and former ACcess/ESL students (almost $700,000) substantially exceeds all ACcess division expenses including those charged to all grants.

4. Why do ACcess courses receive college credit?

   The Texas Coordinating Board has for many years viewed developmental education as a role of community colleges. Thus, they fund developmental courses under the college credit funding formulas.

5. Shouldn't remediation be done by public schools before students enter college?

   The average age of Amarillo College students is 28. Seventy-seven percent of the student body is over 19 years of age. More than five percent of the student body was admitted without high school diplomas. It is unrealistic to assume that public schools can be responsible for the remediation of a student body whose characteristics are not predominantly that of recent high school graduates. Amarillo College is an "open door" postsecondary institution devoted to "community" needs. Surely the profile of AC's students reflect a "community" need.

6. Does the ACcess program really prepare students to succeed in degree programs?

   Yes. Two out of every 30 students in a regular classroom are former ACcess or ESL advisees who have "exited" from ACcess courses and are no longer ACcess advisees. They took 1076 regular college courses in fall 1981 (worth over $243,000 in state and local tuition funds), earned a GPA of 2.35, and came back in the spring at a 76.3 percent retention rate. By comparison, the GPA of the college population was 2.51 and their retention rate was 58.6 percent. Out of 102 degree programs at AC, former ACcess/ESL advisees were ahead of non-ACcess students in terms of GPA in 28 degree programs; in 39 majors, non-ACcess students had a higher GPA; and in 35 majors, there was no comparison data or no difference.

7. What about course completion of former ACcess advisees?

Former ACcess/ESL advisees consistently had lower withdrawal grades (W, WX, WP, WF) and lower incomplete grades (I) in more degree programs than did non-ACcess students. For instance, former ACcess/ESL had a lower percentage of W's in forty-five degree programs while non-ACcess students had a lower percentage of W's in 21 majors. There was no comparison data or no difference in 36 majors.

8. Are foreign students able to succeed in degree programs after they complete the ESL program?

Yes, former ESL students who had completed the Advanced level of the program earned a GPA of 2.43 in fall 1981, had fewer WX or I grades than the college population, and returned at a 67 percent rate in spring 1982.

9. Does it really help to take reading courses?

Yes, reading courses improve speed, comprehension and vocabulary. Those reading below 9th grade who had taken reading completed a far higher proportion of their courses in fall 1981, returned to AC in spring 1982 at a greater rate and earned a substantially higher GPA than did those below 9th grade readers who had not taken reading. Approximately $13,600 in state reimbursement to AC was lost due to the attrition of poor readers who had not taken reading.

10. Do tutoring and study skills really make a difference in student performance?

Yes. Tutoring and study skills have a positive effect on performance.

Tutoring - During fall 1981, 226 students received a total of 2480.35 hours of tutoring. The final GPA of those students who received tutoring was 2.28 as opposed to 2.51 for the entire student body. Over 80 percent of tutored students returned in the spring while 58.6 percent of the entire college returned.

Study Skills - In the past several years, approximately 1400 students have taken advantage of the study skills course (Reading 111-Strategies for Learning) or the College Success Workshop. Follow-up studies indicate positive GPA and retention on these groups. Eighty-five to ninety percent of all follow-up questionnaires indicate that the course or the workshop has helped them in their academic efforts.

11. Does ACcess "pad" its courses with students that do not belong there?

No. ACcess advises (1) below 9th grade readers or equivalent, (2) academic suspension students who received waiver from the Dean, and (3) ESL students. Others take ACcess courses by choice upon recommendation from their major advisor or friends.

12. Does ACcess succeed with every student?

No. ACcess provides no cure-all although the academic support is available for those who will take advantage of it.

13. When is a student no longer an ACcess advisee?

Those successfully exiting the ACcess program have achieved (1) above 10th grade reading level or (2) 18 transferable credit hours with a 2.0 GPA or better. "Ultra-high-risk" (below 6th gr.) students who have been unable to build skills to a competitive level in a maximum of two semesters will be given a final semester of basic and life skills training in preparation to move into a job. At that point they will be exited from ACcess. Readmittance will be the responsibility of major advisors.

**FOR MORE DETAILED ANSWERS, CONSULT THE UNABBREVIATED REPORT SUBMITTED TO DEPARTMENT CHAIRMEN, DIVISION CHAIRMEN, AND PLACED AT THE MAIN DESK OF THE LRC ON WASHINGTON STREET CAMPUS AND WEST CAMPUS.

*** STUDENT USE OF STAFF AND FACILITY TIME
JANUARY/MARCH 1982

During the Spring '82 semester we are attempting to determine the amount of non-scheduled times students are using the Reading or ESL labs and contacting instructors for assistance in other areas.

In 9 school weeks, students have spent 456.8 hours studying in the Reading Labs involving 403 contacts. The average lab session (other than class time) lasted approximately 70 minutes.

In the ESL lab 118 contacts generated 125 hours giving an average lab session of approximately 60 minutes.

There is no history of lab usage available, so we cannot determine if this is light or heavy use. It is hoped that after several semesters of tracking we will be able to more accurately predict usage, schedule open hours, provide for staffing of the labs, and know the effects of unusual increase or decrease in enrollment in Reading courses on lab use. We may be able to establish the effect of lab time on Reading improvement if some adjustments are made to the data collection process.

READING STAFF AND LAB USE (Contact hours 12th class day = 10890)

MONTH	Academic Scheduling	Tutoring	Personal Counseling	Academic Counseling	Career Counseling	Lab or Course Work	NUMBER OF CONTACTS MADE BY STUDENTS
January	4.4	4.0	1.6	8.2		14.7	59
February	1.5	52.5	1.0	2.0	.6	208.9	241
March		33.6	2.3	2.5	.5	233.2	242

ENGLISH AS A SECOND LANGUAGE STAFF AND LAB USE (Contact hours on 12th class day = 39,904)

MONTH	Academic Scheduling/ Counseling	Tutoring	Personal Counseling	Career Counseling	Referral On or Off Campus	Lab or Course Work	NUMBER OF CONTACTS MADE BY STUDENTS
January	13.2	2.4	.5		.2	3.6	43
February	9.9	16.8	9.0	.8	.3	68.0	191
March	5.8	10.9	1.7			53.4	78

*** This reflects student use other than regular (scheduled) class or lab time.

READING PROGRAM
AMARILLO COLLEGE

I. Contact Hour Growth

All reading courses

1974 - 1975 (First year) 10,113
1981 - 1982 25,673

II. Statistics on Nelson-Denny Reading Tests, 1981-82

	No.	Score			Mean Total
		0-40 Below 9th gr.	41-63 9th-12th gr.	64+ 12th gr. & above	
Fall 1981	523	20%	38%	42%	61.294
Sp. 1982	319	27%	44%	29%	51.416

Nelson-Denny Test Forms A, C, D: Houghton Mifflin
Wayside Road
Burlington, MA 01803

III. Statistics

A. Retention (These are students who successfully completed reading courses in the fall and re-enrolled for Spring 1982.)

Reading	81.707%
Study Skills	74.419%
Phonics & Spelling	61.538%

B. Grade Improvement - Fall 1981

Reading - approximately 88-90 percent of Reading 133 completers (1) double reading speed, (2) read at a 12th grade rate or beyond, and (3) improve comprehension and vocabulary by two grade levels.

GPA Study Skills	GPA College Success Workshop	GPA All ACcess students
2.340	2.457	1.771

IV. Standards

	entry level	exit level
Basic Reading Skills	below 7th grade	7th grade up
College Reading Techniques	7th grade up	10th grade for C 12th grade for A
Speed Reading	Complete Rdg.133 or permission	Complete contract requirements
Study Skills	Open	Complete contract requirements
Phonics & Spelling	Open	Complete contract requirements

ENGLISH AS A SECOND LANGUAGE PROGRAM
AMARILLO COLLEGE

I. Contact Hour Growth in Program

Fall 1978 & Spring 1979 (first year). . . . 5,664
Fall 1981 & Spring 1982. 66,080

II. Statistics on Pre/Post Michigan Test

A. Michigan Test of Aural Comprehenson

Percentage of Increase from pre to post test:

Spring 1980	+ 8.90
Spring 1981	+15.48
Fall 1981	+16.00

B. Michigan Test of English Language Proficiency

Percentage of Increase from pre to post test:

Spring 1980	+13.06
Spring 1981	+18.24
Spring 1982	+23.00

C. Address of Michigan Test

University of Michigan - E.L.I.
2001 N. University Blvd.
Ann Arbor, Michigan 48109

III. Coordinating Board Funding Number

15081 - English for Foreign Speaking Students

IV. Retention Rate of ESL Students - Fall 1981-Spring 1982

66.827 Former ESL (have completed ESL program)
63.934 Current ESL

V. Grade Point Average - Fall 1981-Spring 1982 (4.0 system)

Former ESL	2.43 (have completed ESL program)
Current ESL	2.38
College population	2.51

VI. Student Work Analysis - Spring 1982

66.5% of ESL students work full-time (with exception of 4)

VII. BEOG Students - Spring 1982

48% of ESL students received a grant

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Parallel Studies: A Remedial/Developmental Program With a Difference

Austin Community College

There are a number of skills in every adult's life which could be described as being in the developmental stage. For some, these might be skills such as golf, sewing, bookkeeping, or playing a guitar. But for others, skills such as reading, writing or math might be classified as developmental.

At Austin Community College the areas of reading, writing, and math skills are viewed as developmental rather than remedial. This distinction is a very important one. The adult learner who is deficient in these skills doesn't really need remediating; he needs developing.

This view of the process has a very important effect on both teachers and learners. The word developmental is positive and gives an impression of growth and hope. The word remediation raises feelings of past failure and conjures up feelings of taking medicine to stop deterioration.

This simple distinction is the heart of the Parallel Studies philosophy, a philosophy that allows all students to reap its benefits.

Parallel Studies has three main functions:

(1) to provide college credit courses in the areas of reading, writing, math and study skills.
(2) to maintain Learning Labs where all students can get free tutoring in most college subjects; and
(3) to aid other instructors in areas such as evaluating textbook readability, diagnosing students who are experiencing difficulties, and administering basic skills tests to new students.

A review of our course offerings gives evidence to the fact that we don't portray a remedial image. The most obvious examples are found in math, where we offer courses such as Math for Chemistry and Math for Physics. These courses truly reflect the parallel concept rather than a remedial one. Labs such as College Algebra, Calculus, and Business-Economics serve as additional examples of courses that are in fact parallel to their corresponding college offerings.

In writing we offer the traditional developmental writing classes. However, we are in the process of developing an Advanced Writing Skills course which will be designed to polish the skills of advanced students or professionals who have jobs that require a lot of writing. We hope to include in this group our own college staff and faculty.

Under study skills we offer a variety of support courses such as Research Paper and Library Users. One course with an interesting history is Introduction to Medical Terms. About three years ago, we offered a Medical Terminology course. The course was so helpful to the nursing students that it was added to their degree plan and taught in their division. This serves as further support that a Parallel Studies-type division can overcome the remedial label.

In Reading we have the typical developmental courses, coupled with college level Reading and Vocabulary courses. In this area, the Speed Study and Speed Reading subcourses have been very successful college-level developmental courses.

Non-required courses do not have a ready-made clientele. Attached are examples of flyers we use to advertise our courses. Also attached is the handout that carries the message we wish to portray:

PARALLEL STUDIES IS FOR EVERYONE.

WHAT IS PARALLEL STUDIES?

The Parallel Studies Division of A.C.C. at Ridgeview and Rio Grande Campuses is designed to offer students college credit courses in basic skills and related special areas. These courses may be taken by any student to help him/her with other courses he or she may be enrolled in; they may be taken

a. before enrolling in another class,
b. while attending another class, or
c. after attending another class.

Parallel Studies courses are an aid to learning. They review, parallel, and supersede studies in other divisions. They encompass a broad range of reading skills, writing skills, math skills, and college study skills; they even offer studies in special areas, such as vocabulary/word usage, spelling, composition, library skills, research paper writing, algebra, calculus, business math, math for chemistry, math for physics, and math for Health Science, as well as speed study and advanced college reading.

The course offerings are not necessarily remedial/review-type classes only, though they may be such. Most of the courses are designed to take you from where you are now, in terms of level, to where you would like to be. There are review courses for those who need review, there are intermediate courses for those who would like help with other classes they are taking, and there are more advanced courses for those students who want to go a little beyond their present level. Most of the courses are individualized to specific needs.

In conjunction with these studies, the Parallel Studies Division sponsors the Parallel Studies Labs. There are four campus locations for the labs -- one at Ridgeview, one at Reagan, one at Rio Grande, and one at Crockett.

These labs offer all A.C.C. students free, professional tutoring in a number of subject areas. The tutors are hired and paid for by the college; students pay nothing for help with their assignments. The labs are also used by students who take Writing and/or Math Lab courses which require work under tutorial supervision.

Everyone can benefit by the offerings of Parallel Studies. Last year, over 26,000 students used our lab facilities. Anyone wanting or needing special help can call us for further information. Just dial 476-6381, and ask for Parallel Studies Ridgeview (Ext. 307) or Rio Grande (Ext. 137).

WHO ?

All students enrolled at Austin Community College may use the Parallel Studies labs and enroll in Parallel Studies courses. The labs and courses are for both fast and slow learners. Courses are listed in the ACC Catalog and in the ACC Course Schedule, under Parallel Studies.

WHAT ?

The Parallel Studies labs offer free tutoring to students needing or wanting tutoring in the various subject areas offered at ACC. Parallel Studies also offers basic skills courses and labs in English, math, reading, library skills, study skills, and languages. All of these courses count as elective credit toward an Associate Degree at ACC, transfer to St. Edward's University, and qualify as approved courses for veterans.

PARALLEL STUDIES COURSES

PAR 1011 COLLEGE STUDY SKILLS (1/2/3-1/2/3-0). Designed to help students develop
1012 the basic skills needed for success in college. Covers textbook reading,
1013 memory, concentration, vocabulary, self-management, listening, note-taking, using the library, and test-taking. (CB 150094)

PAR 1022 RESEARCH PAPERS (2-2-0). Designed to teach students the skills of writing college research papers, from finding and researching a topic to polishing the final paper. Emphasis on research techniques, organization, and form. Helpful to students who need to write research papers for other classes. (CB 150093)

PAR 1033 LIBRARY USER SKILLS (2-2-0). An introductory course designed to teach the student to use available library resources effectively. Emphasis on basic reference tools for use in the student's college career, in the techniques of research, and in the mechanics of term papers. (CB 150094)

PAR 1041 FOREIGN LANGUAGE LAB (1-0-2). An elective lab course for the student needing or desiring improvement of listening, writing, reading, or speaking skills in the foreign language in which he is enrolled. Content to come from text, workbook, and tapes required in the foreign language course and any additional materials provided through the Parallel Studies Division. (CB 150091)

PAR 1121 MATH SKILLS (1/2/3-1/2/3-0). An introductory course with emphasis on
1122 strengthening and reviewing fundamental math operations: whole numbers,
1123 fractions, decimals, percents, ratios, etc. Individualized and group instruction. (CB 170091)

PAR 1131 MATH FOR CHEMISTRY I (1-1-0). Content to parallel math needed and used in Chemistry 1614: scientific notation, balancing of equations, factor units, metric system, etc. (CB 170091)

PAR 1141 MATH FOR PHYSICS I (1-1-0). Content to parallel math needed and used in Physics 1614: scientific notation, methods of solving physics problems, simple trig functions (sin, cos, tan), simultaneous equations, etc. (CB 170091)

PAR 1161 MATH HEALTH SCIENCE (1/2/3-1/2/3-0). Content intended to parallel math
1162 involved under the several programs of the Allied Health Division (i.e.,
1163 RN, LVN, ORT, DA, and Radiology Programs): conversion between apothecaries' measurement and metric measurement; familiarization with basic fractions and decimals as well as the conversion from one to the other; application of ratio and proportion in conversions; the identification and evaluation of Roman numerals; basic computational operations; percentages; and conversion of fahrenheit to centigrade and vice versa. (CB 170091)

PAR 1201 ELEMENTARY ALGEBRA LAB (1-0-2). Designed for students currently registered in MTH 1413, Elementary Algebra. Individualized and group setting providing additional practice and explanation. (CB 170091)

PAR 1211 INTERMEDIATE ALGEBRA LAB (1-0-2). Designed for students currently registered in MTH 1423, Intermediate Algebra. Individualized and group setting providing additional practice and explanation. (CB 170091)

PAR 1221 COLLEGE ALGEBRA LAB (1-0-2). Designed for students currently registered in MTH 1743, College Algebra. Individualized and group setting providing additional practice and explanation. (CB 170091)

PAR 1231 PRE-CALCULUS LAB (1-0-2). Designed for students currently registered in MTH 1764, Pre-Calculus. Individualized and group setting providing additional practice and explanation. (CB 170091)

PAR 1241 CALCULUS LAB I (1-0-2). Designed for students currently registered in MTH 1854, Calculus I. Individualized and group setting providing additional practice and explanation. (CB 170091)

PAR 1251 CALCULUS LAB II (1-0-2). Designed for students currently registered in MTH 1864, Calculus II. Individualized and group setting providing additional practice and explanation. (CB 170091)

PAR 1261 MATH FOR BUSINESS AND ECONOMICS I LAB (1-0-2). Designed for students currently registered in MTH 1643, Math for Business and Economics I. Individualized and group setting providing additional practice and explanation. (CB 170091)

PAR 1271 MATH FOR BUSINESS AND ECONOMICS II LAB (1-0-2). Designed for students currently registered in MTH 1653, Math for Business and Economics II. Individualized and group setting providing additional practice and explanation. (CB 170091)

PAR 1303 READING SKILLS I (3-3-0). Basic reading skills necessary for success in vocational, two-year, and trasfer educational programs. Improvement of comprehension skills, vocabulary development, and rate of reading. Individualized program in a lab setting. (CB 150091)

PAR 1313 READING SKILLS II (3-3-0). Emphasis on increased proficiency of comprehension skills, vocabulary development, and rate of reading. Individualized program in a lab setting. (CB 150091)

PAR 1323 ADVANCED COLLEGE READING (3-3-0). Emphasis on becoming a more efficient reader. Improvement of reading techniques involving vocabulary, comprehension, critical analysis, speed, and flexibility. (CB 150091)

PAR 1323.2 SPEED STUDY (3-3-0). Designed to teach a step-by-step approach to textbook study utilizing speed reading skills, memory devices, and concentration techniques. Emphasis on rapid recognition of the organizational pattern of textbook material and the rapid identification and retention of important concepts. (CB 150091)

PAR 1333 VOCABULARY (3-3-0). Helps students to increase the number of word meanings they know. Broadens general vocabulary, particularly those words that are useful to college students. Presents various approaches to word study. (CB 150091)

PAR 1403 WRITING SKILLS I (3-3-0). A review of grammar, punctuation, spelling, and vocabulary. Introduction to writing paragraphs and essays. Individualized and group instruction in a lab setting. (CB 150092)

PAR 1403 WRITING SKILLS I - ESL (3-3-0). Development and improvement of basic grammar, punctuation, spelling, and vocabulary skills. Introduction to writing paragraphs and essays. Individualized and group instruction in a lab setting. (CB 150092)

PAR 1413 WRITING SKILLS II (3-3-0). Emphasis on different methods of developing compositions. Further review of grammar, punctuation, spelling, and vocabulary. Individualized and group instruction in a lab setting. (CB 150092)

PAR 1421 WRITING LAB (1-0-3). Allows student to earn elective credit while learning, in a one-to-one situation, to organize, write, polish, and proofread papers to be submitted in college academic courses. (CB 150092)

PAR 1501 SPELLING (1/2/3-1/2/3-0). A review of sound letter relationships as they
1502 relate to spelling. Review of spelling generalizations. Individualized
1503 and group instruction. (CB 150092)

WHEN?

The Parallel Studies labs are open at the following times:

Fall and Spring	9 A.M. to 9 P.M. Monday through Thursday
	9 A.M. to 12 noon, Friday
Summer	9 A.M. to 8:30 P.M. Monday through Thursday

WHERE?

The Parallel Studies labs are at Ridgeview 107, Reagan (Portable Building #2), Rio Grande (207), and Crockett (Library). For information about Parallel Studies, come to Room 633 or call 476-6381, Ext. 307.

WHY?

By coming to the Parallel Studies labs and enrolling in Parallel Studies courses, you can save yourself from hours of needless frustration and failure. In addition, you can keep up with your studies by getting help whenever you need it. This help also gives you a feeling of self-confidence in difficult courses. Therefore, you should utilize the benefits and services of Parallel Studies labs and courses immediately after enrolling at ACC.

Cedar Valley College

Mary Davidson

Cedar Valley College is in its fifth year of operation and has an enrollment of about 2,000. We have a 50 percent white and 50 percent minority enrollment. The minority enrollment is predominantly black. We operate on a totally integrated plan in the areas of communications and developmental communications. In the communications division we have English (freshman and sophomore levels) Journalism, Photography, Foreign Languages and Speech, and we have Developmental Reading, Developmental Writing, Developmental Communications, and the Learning Skills Lab.

This means that we have English instructors who teach developmental courses, or we have instructors of developmental courses that teach English. Actually what we have are teachers who are trained and willing to teach college parallel English, to teach developmental courses, and to supervise the Learning Skills Lab.

This happened because of very careful planning before we opened our college. Hiring was carefully done with this concept in mind, because from our president on down we believed that the integrated approach was the best for us. We wanted most to avoid the we-they concept. With our organizational structure, we get our own products.

Philosophically, we were trying to keep the students from thinking that developmental courses means "dumb" or "bad." At our college we often overhear students say, "Who do you have for English?" "I have Dr. Smith." "Oh yeah, me too." One was talking about a developmental writing course and one was referring to the last semester of British Literature. The developmental student was where he needed to be, but he had no curriculum isolation and felt none of the stigma of having an instructor who only taught "dummies." We have found that if he needs a second semester of developmental writing or reading, he certainly is more likely to continue in the developmental courses under the integrated plan.

In order to place the students in developmental courses or to make them aware of their developmental needs, all new students are strongly encouraged to go through the assessment battery -- reading, language usage, and writing sample. The writing sample is a paragraph that is read (evaluated) by a team of communications teachers. Most of our students go through this battery. However, in order to begin English 101 or Communications 131 (Tec/Occ English Course) they must take the battery or go through a sign-off process which is involved and tedious. After the assessment battery is completed, the student steps outside the testing center where tables of advisors (actually these are communications teachers) explain the reading, writing, language usage scores. At this point, the teachers/advisors are very frank and open with students. They are able to talk about course content, the organization of courses, the credit, and the probability of making it in a college parallel course. The teachers/advisors are very frank and open with students. They are able to talk about course content, the organization of courses, the credit, and the probability of making it in a college parallel course. The teacher/advisors have the information to give the answers.

At that time, the courses that are needed in the developmental area are filled-out on a Course Choice Form. The student them progresses to an academic advisor and completes his schedule of other courses.

We do make assessment mistakes based on these tests, certainly. Therefore, we try to have the courses so arranged that students can be switched at the beginning of the semester should we find that they are misplaced. If a student progresses very rapidly during the semester and actually places himself out of the developmental courses, flexible-entry college parallel courses beginning the first week of every month are available.

Our developmental courses are individualized but they are not self-paced. As you look at a developmental students a common profile emerges. They generally have poor study habits, short attention span, and poor or weak powers of logic and organization. We have found that the students need class structure with definite teaching objectives related to their needs and structured content that will increase these communication skill needs. We have found that self-paced courses do not fill these needs. An individualized course (or units) certainly can be an asset. Our system encourages the individualized concept.

Yes, developmental students are involved in our self-paced skills lab. However, they go only as a part of their developmental courses. They go under the supervision of the instructor and work on materials specific to the day's instruction. English 101 students or students needing lab help use our college learning skills lab for support. This is done on a self-paced basis.

At the end of each semester we provide an Assessment Update Sheet on each student. A copy goes to the academic advisor of each student. This enables the academic advisor to have a thorough and accurate report of the student's progress during the semester. (Assessment Update Sheet Attached.)

ASSESSMENT UPDATE ON DEVELOPMENTAL READING AND WRITING

STUDENT'S NAME: _____ (LAST) _____ (FIRST) _____ (MIDDLE)

SOCIAL SECURITY #: _____ MAJOR: _____

THIS STUDENT HAS COMPLETED THE FOLLOWING DEVELOPMENTAL COURSES DURING _____
(Check Appropriate Courses) (CURRENT SEMESTER, YEAR)

_____ Developmental Reading 090 (DR 090) _____

_____ Developmental Reading 091 (DR 091) _____

_____ Developmental Communications 095 (DC095) _____

_____ Developmental Writing 090 (DW 090) _____

_____ Developmental Writing 091 (DW 091) _____

THIS STUDENT HAS BEEN ADVISED BY THE INSTRUCTOR TO ENROLL IN THE FOLLOWING COURSE(S) DURING THE NEXT SEMESTER.
(Check Appropriate Courses)

READING:

_____ Developmental Reading 091 (DR091) _____

_____ Effective College Reading 101 (RD101) _____

_____ Speed Reading/Learning 102 (RD 102) _____

_____ Other Recommendation (write out) _____

_____

WRITING:

_____ Developmental Writing 091 (DW 091) _____

_____ College Learning Skills 100 (CLS 100) _____

_____ English 101 (ENG 101) _____

_____ Communications 131 (COM 131) _____

_____ Other Recommendation (write out) _____

_____

White: Master
Yellow: Advisor
Pink: Student

INSTRUCTOR'S SIGNATURE _____

6/80

88

Developmental Studies Division

Mamie McKnight
El Centro College

The Concept

El Centro College, one of seven colleges in the Dallas County Community College District, is an urban central-city community college with an open-door philosophy. The primary goal of the college is to provide meaningful and effective educational experiences for all its students.

The student population at El Centro College is a very diverse and pluralistic one. The students enter the college with wide variations in experiences, skills competency levels, age, learning needs, interests and educational goals. Many of these students have not acquired some of the basic college or life skills that are necessary for successful completion of their educational and/or career goals.

The Developmental Studies Division was designed to provide special services and opportunities for students that increase their potential for academic success and life-long learning competence. In other words, the Developmental Studies Division plays a primary role in making the open-door philosophy a workable one at El Centro College.

More specifically, the El Centro College Developmental Studies program objectives are:

1. To provide assistance to students whose educational backgrounds have not given them the necessary basic skills for success in college; students who are experiencing difficulties in specific courses because they lack the prerequisite skills in that area; students who are returning to school after an extended period of time and who need refresher experiences in basic college learning skills; students who are required by their instructors to do parallel studies and/or self-study in any of the basic skills areas; and students who are functioning well academically but are motivated to continuously improve their skills, understandings, and attitudes as learners.

2. To individualize basic learning skills experiences for student in academic or technical-occupational areas.

3. To collaborate and confer with instructors throughout the college in order to assess, plan and deliver basic skills services in all areas when and whenever needs exist.

4. To serve as a college resource base for basic skills research, planning, service delivery, and evaluation.

5. To increase the retention rate of ECC Students.

Program Components and Special Services

The core components of the ECC Developmental Studies program include the departments of reading, writing, and mathematics. In addition to the

3-credit-hour courses in each department, self-paced, 1-credit-hour, flexible-entry courses are offered to meet individual learning needs of students in a wide variety of specific skills areas, including: spelling, vocabulary development, taking exams, metrics, mathematics anxiety, reduction, note-taking, mechanics in writing skills, theme and essay organization, etc. The individualized programs of students who enroll in these courses are designed to meet their technical-occupational or academic course needs as they relate to basic college learning skills. Modular, self-paced programs in basic skills for Health Careers, Business, Food Service, Apparel, and Interior Design are examples of areas most often requested by students.

Special services available through the Division are tutoring and faculty consultation. These programs are coordinated and delivered through a Learning Skills Center sponsored by the Division.

The peer tutoring program was developed during this academic year (1980-81) through funding made available under a TEA grant. Student tutors were hired to work with students having difficulty in both technical-occupational and academic programs.

The faculty consultation service is offered by the Developmental Studies Division for other instructors who want to improve their students by helping them integrate good study-skills principles with their exam, paper, and textbook assignments.

Mountain View College

Ann Faulkner

The Learning Skills Center at Mountain View College offers individualized instruction in writing, reading, and study skills to students in the transfer curriculum. The college also has a complete offering of classroom-based developmental courses in writing, reading, and mathematics. Though a few developmental students use the LSC for extension of skills taught in their developmental classrooms, the majority of the students in the LSC are enrolled in a one-hour course which we offer as a supplement or support to college-level course work. About half of the students are self-referred and choose to work on topics in reading and study skills. The other half are referred by their English teacher to work on specific skills requisite to success in an English course.

In the last year, the LSC has also opened its doors to students of English as a foreign language, to adult basic education students, and to those preparing for the GED. Such students enroll through the community services offices for a non-credit program in our open lab. The number of students using this aspect of our program has increased 150 percent in two semesters.

The LSC also houses the video tapes used in telecourses and some self-paced courses. Math tutoring, although managed separately, is conducted in the area as well. The course offered by the LSC has also been used as an adjunct to American history and as a support lab for students in a special section of freshman English.

The flexibility and diversity of the LSC's programs have proved a strong tool in the retention of students at Mountain View.

What's In a Learning Skills Center

Ann Faulkner

Well, that depends. It depends on who you ask, where you are, and even when you're asking.

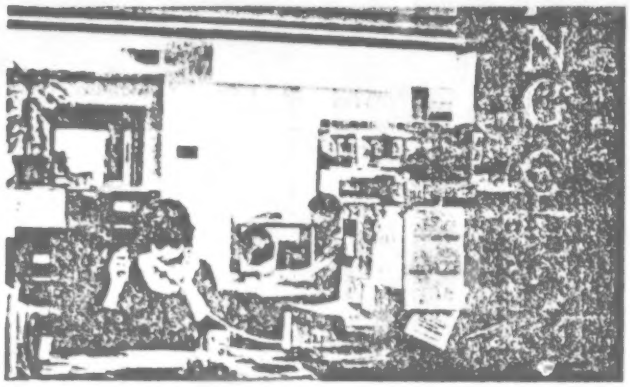
At Mountain View College campus of the Dallas County Community College District, the Learning Skills Center (LSC) is a place where hundreds of students come every semester seeking assistance from one or more of the programs of the Center. The services we "centralize" include individualized instruction in writing, reading, and study skills; tutoring in math, bookkeeping/accounting, and electronics; and free workshops on a variety of "Academic Skills for Living." The LSC is also a place where students may come to view video cassettes of the District's telecourses, some of which are used in providing flexible entry access to college courses, and it's the only place on campus with a ready reference collection that is available on Saturday morning. From my point of view as faculty coordinator, what makes these services possible is people.

In providing writing, reading and study skills instruction to students, our most important resource is the people who work in the LSC. Our center is somewhat unusual in that it is staffed by four volunteers from the English and developmental studies faculties who teach in the LSC as 20% of their five-course load each semester. The use of full-time professional staff grows out of the original design of the Learning Skills Center as a "Reading Lab and a Writing Lab" under one roof. The commitment of the English and developmental studies instructors is visible through their presence as instructors in the LSC. In turn, their presence has fostered the acceptance and credibility of the LSC within the whole instructional community.

In addition to the full-time instructors who work during the peak morning hours, there are two part-time instructors who've been with the LSC for years, covering the busy evening and Saturday hours. There are also two to three paraprofessionals who work during the afternoons and evenings as aides. The LSC also has a full-time lab coordinator who manages the extremely tedious chores of records and materials management and still sets a warm, welcoming tone as receptionist.

Impressive as the diversity of staff may sound, the total number is equivalent to four and a half people delivering personalized instruction to over 300 students each semester. It is our instructional materials which make individualization possible in the absence of a one-to-one student-teacher ratio. Our collection of books, filmstrips, mini-courses with booklets and tapes, and video-cassettes has been designed to provide access for a very wide range of students to the skills they need in a format congruent with their learning styles and abilities. Occasionally an instructor new to the LSC will begin by lecturing to each student in turn, a heresy I call "serial soapboxing." But when only one or two students get the benefits of the soapbox, and a dozen or so others are turned away un-lectured, the instructor quickly begins to perceive the need to rely on something other than the master's mellifluous voice as a teaching method. That's where the materials come in.

I avoid acquiring textbooks for the LSC. When one is adopted for use in a classroom, our copies of that title disappear rapidly. The comprehensive, systematic coverage on which the text's author doubtless prides himself is precisely the weakness of the material as far as our students are concerned. Comprehensive approaches are the purview of the Developmental Studies Division, and those instructors are doing a fine job at Mountain View. The role of the LSC is different. The majority of our students don't need developmental studies and merely want



The welcome mat is always out and a helping hand always available at the Learning Skills Center.

"spot welding" of specific weak areas. We do supplement the instruction of students in the developmental courses, but again our role is as strengthener of a few given skills rather than builder of the whole array of basic skills.

At this point, I want to make clear that my interest in specific skills is not an attempt to instruct fractions of a person. The whole student, head and heart, is definitely our target in the LSC. Our students are almost always enrolled in one or more regular three-hour courses (English, history, shorthand, first aid, etc.) for which the LSC is supposed to solve problems rather than create new burdens. Thus those of us who teach College Learning Skills 100, the one-hour individualized course in skills development, feel free to use the challenges presented in other courses as part of our "content." We like the flexibility of working with a student on note-taking while that's a problem in history class, switching to a preview of footnote form when it's time for that in English class, and working with the student's own text in economics if it's the source of a comprehension difficulty. We also like knowing that there is a developmental studies curriculum which provides comprehensive instruction to which students can be referred if they need it.

People are also important ingredients in our successful tutorial program. The tutors are undergraduate students for the most part, some from area universities, some from our own ranks. The number varies from semester to semester, depending upon class schedules and availability. The goal is to provide tutorial services whenever the Learning Skills Center is open: 8:00 AM to 9:00 PM Monday through Thusday; 8-3 on Friday ; and 8-12 on Saturday. Understandably, the number of tutors on duty has to be larger during the peak class hours of the morning and evening. Having only recently become involved in tutor selection gives me the objectivity necessary to comment on the extraordinary quality of the work our tutors do. Under the encouragement of an instructor acting as a math consultant, the tutors have begun to use our relatively small library of math and technical skills materials to extend their effectiveness. Some of the students need additional practice in a particular type of problem; others prefer the explanation available through our mini-courses over the one in their text. Our "Skills for Living" workshops give a great many people a chance to get involved in the Learning Skills Center. The workshops, open to students and non-students, are free and usually last about an hour. The workshops offer a chance to talk about a favorite topic with a small group of truly interested students. The speech teachers take turns presenting a workshop on "Effective Speaking." The career counselor offers a session on successful interviewing and one on resume writing. Another counselor presents one on problem solving. The math consultant includes a variety of topics of general interest: the metric system, math for jobs, and math anxiety.

Through an instructional development grant, one of the English teachers who works in the LSC developed a series of "Survival Writing" workshop topics. A workshop is offered for the interpretation of students' cognitive style maps. Both the faculty leaders and student participants find the workshops an enjoyable, relaxed way to exchange information about skills for living. In addition to these programs, the LSC offers such services as telecourse viewing and access to references on Saturday (when the Learning Resources Center is closed).

I have a file labeled "dreams" in which the LSC is also a place where talented and gifted students come for accelerated course work and the skills requisite to success in academia. The LSC also could become a center for Adult Basic Education and for instruction in English as a second language.

Are there no limits? Yes, there are severe limits on the extent to which we can centralize new programs in existing space — and stll look attractive to space-loving independent learners. Certainly there are limits to the Learning Resources Center's supply of tape players, headphones and video equipment. But, again, and most importantly, the people are at the heart of LSC programs. Both the staff and students in the Learning Skills Center are outstanding and their success often leads to being "volunteered for" just one more project. I'm sure that there is a point at which even excellent people have to say "no more." As coordinator, my job is to shape our growth while respecting the limits of our ability to tolerate it.

Ann Faulkner — ***Coordinator***, *Learning Skills Center, Mountain View College, 4849 W. Illinois, Dallas, Texas 75211* □

ARE YOU INTERESTED IN IMPROVING YOUR SKILLS IN WRITING, READING AND/OR SPELLING?

DO YOU WANT TO TAKE THE GED TEST BUT FEEL YOU'RE NOT PREPARED?

DO YOU WANT TO LEARN TO READ, SPEAK, AND WRITE ENGLISH BETTER? (Designed for those whose first language is NOT English)

ARE YOU PLANNING TO TAKE REGULAR COLLEGE COURSES SOON BUT FEEL YOU NEED A REFRESHER COURSE IN STUDY SKILLS BEFORE YOU BEGIN?

The LEARNING SKILLS CENTER offers a variety of non-credit courses through the Community Service Department at Mountain View College, including Adult Basic Education, GED (Verbal) Preparation, English as a Second Language, and Learning Skills Improvement. These self-paced courses can be started at any time.

ADULT BASIC EDUCATION - This option offers individualized, self-paced reading and writing instruction, with an emphasis on phonics and practical, everyday reading skills. Flexible entry and exit during the semester and flexible scheduling. Minimum age 17. $30/24 hours of instruction.

GED (Verbal) - This option offers individualized instruction for the verbal skills sections of the GED test. It is designed for those who are unable to register for the GED classroom course. Emphasis is on the student's own areas of weakness. Flexible entry and exit during the semester and flexible scheduling. Minimum age 17. $30/24 hours of instruction.

ENGLISH AS A SECOND LANGUAGE - This option offers individualized instruction in speaking, reading and writing English to advanced beginners (students with some conversational English). It is designed for those who are unable to enroll for classroom instruction and is equivalent to the ESL Level II or above. Emphasis is on developing conversational proficiency, as well as reading and writing skills. Flexible entry and exit during the semester and flexible scheduling. Minimum age 17. $35/30 hours of instruction.

LEARNING SKILLS IMPROVEMENT - This option is available to students in the Community Service courses in GED-Verbal and ESL as a "support lab." It is also available to credit students of the college who want no credit for skills instruction or for potential students who want to "brush up" on skills prior to entering the credit program. Admission by LSC permit only. Flexible entry and exit during the semester and flexible scheduling. Minimum age 17. $15/10 hours of instruction.

To get more information about these courses, come by the LSC or call 746-4236. To register for a course, go to the Community Service office, Room E-110 (746-4112).

The LEARNING SKILLS CENTER is located in W-176 (across from the Testing Center) and is open Monday-Thursday, 8:00 am - 9:00 pm; Friday, 8:00 am - 3:00 pm and Saturday, 8:00 am - 12:00 noon. During the summer semesters, the LSC opens at 7:30 and is closed on Saturday.

Mountain View College
of the Dallas County Community College District
4849 W. Illinois Ave.
Dallas, Texas 75211

An Equal Opportunity Institution

Studies in Basic Skills

Center for the Study of Basic Skills

Southwest Texas State University

William M. Bechtol

In September, 1978, the Center for the Study of Basic Skills was funded by the university under President Lee H. Smith's Steeples of Excellence program. Initially, the Center included the Departments of Education and Mathematics with the Department of English acting in the role of observer. In September, 1979, the Department of English joined the original participants as an official member of the Center. The cooperation of three departments and the university's generous funding of this project illustrate anew the pervasive commitment of the faculty and administration at Southwest Texas State University to excellence. The major goal of the Center is to identify successful practices for the teaching of math, reading, language arts, and writing in the elementary and secondary schools.

The Center's first three years of operation have been very busy ones. A staff has been selected to carry out research, to visit schools, to assess needs and observe programs, and to report significant findings. During the 1980-1981 academic year, the Center staff sponsored a basic skills conference that was well attended, presented findings at state and national meetings, circulated materials, and disseminated important findings in basic skills. Three grants relating to the Center's goals of improving basic skills instruction were funded. These grants in Bilingual Education, Adult Basic Reading, and Secondary Education have provided additional funds for Center activities.

The Center is particularly proud that a grant, Improving Basic Skills in the Secondary Schools, was funded by the United States Department of Education. Southwest Texas State University was the only university in the Southwest that received basic skills funding. The major purpose of this four-year grant is to increase secondary student achievement in four basic skills areas: mathematics, reading, oral communication, and written communication. Through an intensive in-service program for teachers and administrators, the Center aims to improve the quality of instruction in six area high schools. The grant funding for the 1980-81 academic year totalled $82,066.

The Center staff has identified the following findings about successfully teaching basic skills: (1) Time spent in direct teaching is of the greatest importance if students are to master basic skills. (2) Good classroom management is required for teaching basic skills. (3) Students attain basic skills when their teachers expect them to achieve. (4) Good teaching makes a difference in student achievement of basic skills. (5) Good curriculum planning is required for an effective basic skills program. (6) Older students who lack basic skills can be helped. (7) Parent involvement improves student learning of basic skills.

The publication of this third issue of *Studies in Basic Skills* represents another method by which the Center hopes to make the results of its research and investigation available to teachers and administrators. A glance at the table of contents will reveal the diversity of information the Center staff has accumulated. Within this issue are articles that are helpful to teachers, administrators, and curriculum leaders. The directors of the Center are Dr. William Bechtol, Dr. Martha L. Brunson, and Dr. Robert Northcutt. They believe that this publication is an important step in improving teaching at the university and in the public schools served by Southwest Texas State University.

Important Findings About Teaching Basic Skills

Vol. III, Fall 1981

Focus for Basic Skills Instruction in the 1980s

Research-Based Findings on Teacher Effectiveness

1. **Effective Teachers Do Have a Measurable, Important Influence on Student Learning.**
   Recent research based on classroom observation illustrates convincingly that teachers do have a measurable, important influence on student learning. Researchers, however, need to spend more time working in classrooms in order to formulate more realistic and accurate conceptions of the teacher's role and to determine **how** effective teachers differ from ineffective teachers. Researchers must also work at the local school level to help teachers implement research findings.
2. **Teacher Expectations Significantly Influence Student Learning.**
   Effective teachers view teaching as a complex job that, despite its difficulties, can be done effectively. They also communicate to their students appropriate expectations — neither too high nor too low.
3. **Skills Maintenance Programs Enhance Student Learning.**
   Achievement can be improved when previously learned skills are systematically reviewed on a regular basis. A five- to fifteen-minute review every day or every other day is most effective. It is easier to stop students from forgetting than to let them forget and then teach them again. Skills maintenance is an excellent transition activity after recess or lunch or at the beginning of a period. Moreover, a skills maintenance program can be implemented with relatively little inservice training.
4. **Active Teaching Results in Increased Student Achievement.**
   Teachers who are more active in presenting information, paying attention to the meaning and conceptual development of content, looking for signs of student comprehension and/or confusion, and providing successful practice opportunities appear to have more student achievement gains than do teachers who are less active and rely more upon seatwork and other classroom activities.
5. **Classroom Management Affects Student Achievement.**
   Classroom management (including the effective use of time, proactive planning, and responding to students' behavior) strongly influences student achievement. There is, however, no list of simple rules that guarantees successful management —effective management varies with the age of students, instructional goals, etc. Still, the concepts and research findings in this area are numerous and useful and should be communicated in teacher education and inservice programs.
6. **No Simple Solutions Exist for Complex Educational Problems.**
   Educational problems are profoundly complex and, as such, are beyond the simple solutions often proposed. Research has provided some important concepts for analyzing and designing instruction, but these findings cannot be applied to educational settings without first considering the context within which the individual teacher works.

Staff Development

1. **Administrators Must Encourage Teachers To Improve Skills Through Inservice and Membership in Professional Organizations.**
   Effective teachers must be flexible enough to recognize changes in education and in the world at large. They must look at new learning theories, teaching methods, and student populations and be willing to adapt their teaching to these. Administrators should, therefore, develop and support leadership among teachers and encourage all teachers to participate in professional organizations.
2. **Teachers Must Commit Themselves to Continuous Professional Growth.**
   Teachers must be encouraged to improve their decision-making skills as they search for their own most effective methods for teaching basic skills. Through increased monitoring and examination of their teaching behaviors, teachers can better understand classroom dynamics and learn **when** and **how** to apply research findings.

Oral Communication

1. **Explore the Relationship Between Oral and Written Communication Skills.**
   Similarities and differences between oral and written communication should be identified and made apparent to teachers and students. The historical canons of invention and arrangement should be common to both oral and written basic skills.
2. **Emphasize Oral Communication Instruction.**
   Adequate time must be allowed for oral communication in the following six areas: verbal skills, nonverbal skills, interaction skills, critical/evaluative skills, message strategy skills, and functional/situational skills. Curriculum goals must be as clear for oral communication as they are for other subject areas— no longer should oral communication merely provide supportive activities for other language arts.
3. **Develop Interactive Methods of Assessment and Performance Measures Which Are Valid, Reliable, and Feasible.**
   Federal, state, and local education agencies should develop new methods of assessment that are valid, reliable, and feasible. In addition, these agencies should conduct studies to allay or verify fears that oral communication assessment is too time consuming and costly. The results of the new assessment efforts should be disseminated widely throughout basic skills programs in order to promote alternative means of assessment and to help others avoid duplicating work already done.
4. **Develop a National Oral Communication Project Patterned After the National Writing Project.**
   Because the National Writing Project has earned acclaim from both educators and the general public, a similar project for oral communication could produce equally valuable results.

Reading

1. **Reading Skills Should Be Taught in Context—Not Isolation.**
Students cannot be taught to read outside the context of their expectations, cares, doubts, questions, loves or hates. Furthermore, teachers should not use the results of one small research study without considering the larger context—the mystery and awe through which any of us at random learns to read.
2. **Reading Instruction Should Be Explicity Structured and Organized.**
While no specific system of reading instruction works with all students, just about any system works with most if it is structured and organized. Reading teachers need to bring a greater sense of order to their classrooms by knowing exactly what they are trying to do, by letting students in on that knowledge, and by expecting appropriate behavior of them.
3. **Questions Asked of Readers Should Be Changed To Promote Better Understanding.**
Research suggests that it matters a great deal what kinds of questions teachers and teachers' manuals use to determine students' story comprehension. Questions that ask students to predict, to relate the text to prior knowledge, and to evaluate predicted outcomes are superior to more literal and factual questions.
4. **Vocabulary Instruction Should Be Changed To Relate More To Students' Present Knowledge and Experience.**
Instruction that emphasizes where a word fits in a student's present vocabulary is better than methods that emphasize word recognition vocabulary and verbatim definitions. A reader's knowledge of a topic and of the key vocabulary included in a text is a better predictor of comprehension of that text than is any measure of reading ability or achievement.
5. **Reading Teachers Should Give Frequent, Direct, and Explicit Instruction for Comprehension Skills.**
Research suggests that comprehension (though a complex interactive process between the reader and the text) can be taught. Current approaches to comprehension that stress only practice omit a critical element—the teacher acting as a model, demonstrating **how** to solve problems and showing **what** clues to look for in the text in order to find solutions. Comprehension activities, then, should include teacher modeling, guided practice, and regular corrective responses from the teacher.

Writing

1. **Writing Programs Must Be Based on Frequent, Authentic Writing Experience.**
Writing is a learn-by-doing skill, and therefore frequent writing practice is necessary for both basic and advanced students. The question for the 1980s is **not** whether Johnny and Jane have mastered mandated objectives or hierarchical patterns of discrete language skills, but how often they write, to whom, for what purposes, and under what kind of professional guidance.
2. **Writing Must Be Part of All Classes, Not Just English/Language Arts.**
Writing-across-the-curriculum must be developed and implemented by English teachers so that students will write in all classes. Research in the language learning process shows that composition is not merely the putting down of ideas preformed in the writer's head; the writing process is inextricably bound to discovery, to gaining knowledge—knowledge of the world and of the self. Writing is both a liberal art and a skill; as such, it is absolutely essential for learning in all disciplines. Therefore, the teaching of writing cannot and should not be exclusively the domain of English teachers.
3. **All English Teachers and Content Area Teachers Must Expand and Develop Their Writing Skills.**
The success of the National Writing Project shows that the way to improve writing instruction in the schools is to help teachers educate themselves about current methodology, not to threaten them with standardized tests. Inservice is expensive, of course, but it can be effective. If the money now used for testing programs were redirected toward well-conceived inservice, there would be enough money to reeducate all willing teachers, with some left over for modest, well-conceived testing programs.
4. **Composition Teachers Must Be Given More Satisfactory Teaching Conditions, Including Manageable Class Sizes and Loads.**
For over two decades the National Council of Teachers of English has advocated class loads for secondary English teachers not to exceed one hundred students and four classes. But during those decades we have seen class sizes and loads in most states increase, not decrease. Even drawing on contemporary peer-editing techniques, no teacher can teach writing effectively to massive numbers of students. If schools are serious about improving writing instruction, they must pay attention to manageable class sizes and loads.

Mathematics

1. **Identify Mathematics as an Essential Basic Skill.**
Each school district should have a written policy that identifies mathematics as an essential basic skill. This policy should identify various mathematical skills, not just computation, as basic and should support a strong mathematical program. The program should be supported through adequate resources and should actively involve administrators, teachers, students, parents, and the community.
2. **Emphasize and Identify Basic Skills Areas in Mathematics.**
Each basic skills program should include at least the ten areas identified in the National Council of Supervisors of Mathematics' **Position Paper on Basic Mathematical Skills:** problem solving; applying mathematics to everyday situations; alertness to reasonableness of results; estimation and approximation; appropriate computation skills; geometry; measurement; tables, charts, and graphs; using mathematics to predict; and computer literacy. The National Council of Teachers of Mathematics' **Agenda for Action: Recommendation for School Mathematics for the 1980s** supports such a position and places special emphasis on problem solving.
3. **Emphasize Mathematics Skills for Career Alternatives.**
The National Council of Teachers of Mathematics recommends at least three years of mathematics for grades 9 through 12 in order to give students a wide choice of career alternatives. The Council also encourages mathematics instruction during the senior year to maintain continuity of learning and development of potential. The diverse needs of the school population in the face of new and developing fields require a lifelong learning of skills.
4. **Incorporate Available Technology into the Mathematics Program.**
Mathematics programs should take full advantage of calculators and computers at all levels. Used effectively and in a variety of ways, these devices can enhance learning. Students need calculator and computer literacy to function in today's rapidly changing scientific and computer oriented society.

RASSL: 1981-82

RASSL/Learning Services

Jester A332 - U.T., Austin, Texas 78784 (512) 471-3614

(a component of UT's Counseling, Learning, and Career Services)

What is RASSL?

RASSL Learning Services (the former Reading and Study Skills Lab) offers both group and individualized programs to help you increase your efficiency in college level reading, writing, math, and study skills. RASSL programs are non-credit, and all except tutoring are free.

Though RASSL programs encompass a variety of services for all students on campus, many new freshman and transfer students participate in RASSL during their first semester on campus in order to ease the transition to the demands of U.T. academic work. Some students who anticipate a heavy fall schedule elect to enroll in U.T. for one six-week summer term to get a headstart on required credit courses and participate in appropriate RASSL programs. Though services are generally limited to students who are actually enrolled in U.T., some programs are also open on a "space available" basis to students who have applied for admission to U.T. and been accepted, but will not actually enroll until the next semester.

Current RASSL Topics:

General Study Techniques
Listening and Note-taking
Concentration
Memory and Learning
Time Management/Procrastination
Problem Solving Techniques

Test Preparation
Test-taking (Essay; Objective)
Test Anxiety Reduction

Reading Comprehension
Speed Reading
Critical Reading/Inference
Vocabulary

Vision Screening

Algebra Review
(Arithmetic through Int. Algebra)
Math Anxiety Reduction
Prep skills and supplements for:
Chemistry, Statistics, Math, Physics

Writing Skills
Grammar
Spelling
Punctuation
Research (Term) Papers
Writing Anxiety Reduction

Prep for: GSP, GRE, LSAT,
MCAT, GMAT, DAT

Conversational English

Walk-in

If you want to participate in a RASSL program, or if you just want to talk about a study problem, come by the RASSL office Monday through Friday, 9:00 am - 5:00 pm. Copies of current program schedules (dates and times) are available shortly before the beginning of each semester, and RASSL advisors are available to talk with you on a "walk-in" basis; no appointment is needed.

· Classes

RASSL classes begin at varying intervals throughout the semester and provide from 3 to 24 hours of instruction depending upon the topic. To enroll, talk with a RASSL advisor during one of the three enrollment periods scheduled during the semester.

Classes are usually offered in Study Techniques; College Reading Skills; Faster Text Reading; GRE and LSAT Prep; Basic Math Review; Skills for Math, Chemistry, and Statistics; Conversational English; Procrastination; Test Anxiety Reduction; Math Anxiety Reduction; and Writing Anxiety Reduction.

· Independent Study Lab

RASSL's Independent Study Lab provides opportunities for self-paced and individualized skills development in all RASSL topics. The Lab is a small library of assorted learning media - books, audio- and videotapes, slide-tape shows, small computers, and diagnostic tests. Student peer counselors who staff the Lab will help you determine your specific needs, recommend appropriate materials and programs to meet your objectives, and keep in touch with you as you work in the Lab.

Lab Hours: Monday-Wednesday-Friday 10:00am-5:00pm; Tuesday-Thursday noon-7:00pm

· Writing and Math Workshops

As adjuncts to the Independent Study Lab, RASSL's Writing Workshop and Math Workshop provide student peer counselors for more personalized help with basic math and writing skills. The workshops are designed for short- or long-term help on a "drop-in" basis. They are open Monday through Friday, 1:00-4:00 pm.

· Discussion Groups

If you'd like to learn some basic tips about a RASSL topic without getting involved in extensive skills development, come to one of our informal Discussion Groups. They meet just once, for an hour, to focus on essential information about one particular topic or skill. No enrollment is necessary.

· Tutoring

One-to-one tutoring in many U.T. entry-level, lower division courses is offered through RASSL's Tutorial Assistance Program (TAP). Tutors are available for courses in Accounting, Astronomy, Biology, Chemistry, Computer Science, Economics, English, French, German, Latin, Math, Physics, Spanish, and Statistics.

Tutoring is the one RASSL service for which a fee is charged: $5.22 per hour. Many students on financial aid may qualify for one or two hours per week of free tutoring.

· 24 - hour Telephone Tapes

24-hour phone-in tips on a variety of RASSL topics are also available through UT's Telephone Tapes service. Just dial 471-3313 and ask to listen to tapes on reducing study anxiety, writing papers, test preparation, math study tips, note-taking, reading textbooks, and other topics.

Developmental Education

Laura Edwards and Kay Walker
University of Southwestern Louisiana

Program Overview

The developmental program at the University of Southwestern Louisiana is composed of three basic skills programs in the areas of English, reading, and mathematics. It also includes three supportive programs which provide tutoring, counseling, and improved academic skills. Students who need all parts of the program spend a full semester in developmental studies prior to enrolling in regular courses. A full schedule appears as follows:

English 90	Remedial English	5 hours credit
Devp 90	Developmental Reading I	4 hours credit
Devp 90	Academic Skills	2 hours credit
Math 90	Remedial Mathematics	5 hours credit
		Total 16 hours credit

Counseling and tutoring are available on a non-credit basis.

The full-time developmental student is allowed three semesters to meet all exit criteria in each component.

Program Identification of Students

Students are identified for the program initially through use of scores on the American College Test (ACT) and further through departmental tests and previous educational records.

Students who score below 15 on the English subtest of the ACT are further screened to determine a need for the literary and academic skills segments of the program, Remedial English, Developmental Reading I, and Academic Skills.

Students who score 13 on the mathematics subtest of the ACT are screened for Remedial Mathematics.

Students scoring above these limits, but having deficiencies in the basic skills, may also take the developmental courses.

The counseling and tutoring aspects of the program are available to all students who are enrolled in one or more of the basic skills programs.

Students are also screened for developmental placement through departmental tests. Acceptable performance serves as exit criteria into regular college courses.

Description of Components

English

Using English ACT scores as initial placement (0-14 for English 90), the department requires that each student write a diagnostic essay during the first class meeting. An instructor may recommend that a student be moved forward from English 90 to English 101 (first college-level course) if the diagnostic essay reflects proficiency in writing. English 90 students who have produced outstanding work and demonstrated writing proficiency equal to English 101 standards may also be promoted to English 102 (second college-level course).

The program consists of three lecture and two laboratory hours. The maximum enrollment for an English 90 section is 23 in the lecture class and 6 in the laboratory activity. The program begins with a review of sentence errors, sentence structure, and common grammatical and punctuation errors. This review is followed by exercises in paragraph development and short essays. These exercises and other remedial work are designed to prepare students for the final proficiency essay which the student must complete satisfactorily in order to be promoted to English 101. A grade of "C" or better on the proficiency essay and the course is a prerequisite for promotion.

Reading

All freshmen whose English ACT scores 14 and below place them in Remedial English are automatically considered for developmental reading. Students are also given the Nelson Denny Reading Test. Those who score below 11.0 must take Developmental Reading I. For others, the course is optional depending on student need as evidenced through discussion with teachers and counselors.

Developmental Reading I is a four-credit, four-contact hour course. Three of the contact hours consist of lecture and classroom reading practice, while the fourth hour is devoted to individualized laboratory work. The teacher/student ratio is 1-25 in the lecture class and 1-12 in the laboratory activity.

Students are taught to apply vocabulary-acquisition methods, basic comprehension skills, analysis and synthesis of two novels, and rate of reading. Independent vocabulary and comprehension work is assigned in lab. Students are also encouraged to take advantage of individual conferences with the developmental reading teacher.

A student exits Developmental Reading I by earning a passing grade for the course. He/she also takes an alternate form of the Nelson Denny Reading Test at the end of the semester. Any student who scores less than 11.0 is strongly advised to enroll in Developmental Reading II. This is a continuation course for students who need more than one semester to reduce reading deficiencies in their preparation for college. It is worth three hours of elective credit.

Mathematics

Initial placement of students in Math 90 is done on the basis of a score of less than 13 on the mathematics portion of the ACT. Other students may also enroll in the developmental program voluntarily. All first-time students are given the opportunity to take a locally prepared examination to determine the appropriate starting point in the course, arithmetic or algebra.

Math 90 is a two-module, five-contact-hours per week course. Arithmetic skills and elementary algebra are the two topics of the modules. Advancement from one segment to the next is based on demonstration of a specified competency level.

The weekly sequence of the course consists of five 50-minute sessions. Two of these are traditional lectures, two are tutored work sessions under the supervision of a faculty instructor and undergraduate assistants, and one period is devoted to testing. The ratio of students to instructor is 40-1 and that of students to tutor is 8-1.

Students who successfully complete both modules, arithmetic and elementary algebra receive an appropriate letter grade and are eligible to schedule the first regular college math course. Students who fail to complete the arithmetic module in one semester receive the grade of "F" and are required to reschedule Math 90 the following semester. A grade of "NC" is given to first-time Math 90 students who complete the arithmetic but not the algebra module in one semester. The grade of "NC" is awarded only once. Failure to complete the sequence in the next semester results in a grade of "F."

Academic Skills

Students required to take the Developmental Academic Skills course are those enrolled in the English 90 program. Other students who feel a need for personal adjustment to college may elect to take the course.

The objectives and expected performance criteria are identified as follows: goal developmental for college and personal growth, values clarification, career decision-making, study skills, and knowledge of university policy and campus resources.

The course is two credit hours with two contact hours per week. It is taught by counseling staff. No more than 25 students are scheduled in each section. A standard grading system is used.

Tutoring

Tutoring is available to all students enrolled in one or more of the basic skills courses. As a follow-up activity, tutoring in regular freshmen courses is available during the semester which follows exit from the developmental program.

The tutoring staff includes both undergraduate and graduate students. Tutors are selected by the department responsible for the skills area on the basis of academic competency and sensitivity for other students.

Counseling

Counseling is available to all students enrolled in the developmental program. Counselors also provide follow-up for students who have exited the program but who continue to need this supportive service. Each student is assigned to a specific counselor. The counselor/student ratio is 1-300.

The counselor meets with students in individual and group sessions to consider educational planning, personal goals and career choices. The counselor works closely with the faculty of the developmental program in identifying and guiding students who have special difficulties.

Summary

Developmental education at USL is a prerequisite for students whose performance on the ACT, departmental tests, and educational records indicate that they are not prepared for successful college work. Programs in Remedial Mathematics usually comprise the first 16 hours of college work. Counseling and tutoring are also available on a non-credit basis. This comprehensive, highly structured program serves the needs of students whose potential abilities can lead to success in college.

A Writing-Based Developmental English Program

Roy R. McCleery
Angelo State University

CREATE, COMBINE, COMPOSE, CORRECT--WRITE, WRITE, WRITE, WRITE. Such is the nature of this writing-based developmental English program that uses "focused-freewriting," sentence combining, structured composition, and conference-based correction methods to ensure that the basic writer really does write throughout the course.

After three preliminary sessions devoted to laying the groundwork for composition (the first three steps of Broadhead and Berlin's "Twelve Steps to Using Generative Sentences and Sentence Combining in the Composition Classroom," CCC 22 (Oct. 1981), pp. 295-307), a writing routine is set into motion that includes "Creating and Combining" on Mondays, "Composing" on Wednesdays, and "Correcting" on Fridays.

Students begin each Monday's class by writing for 10 minutes on a topic that is written on the board. The topic for this "focused-freewriting" typically is an open-ended statement that has to do with some personal attitude or experience: "My insecurity shows when I . . .", "My first car was . . .", etc. These freewritings are read but not graded. They are intended not as some sort of heuristic for invention but simply as a "limbering-up" exercise that prepares them for the subsequent sentencecombining exercises.

Using The Writer's Options by Daiker, Kerek, and Morenberg, the students begin a sentence-combining unit each Monday following the freewriting exercises. Armed with their knowledge of the parts of speech and basic sentence patterns (including Broadhead and Berlin's definition of a base clause as "a basic sentence pattern plus its 'bound' modifiers" and their stylistic admonition to express the main idea in a base clause, avoiding too many bound modifiers), students begin their sentence-combining trek that includes subordination, relative clauses, participles, appositives, absolutes, prepositional phrases and infinitives, noun substitutes, and coordination.

Structured composition is taken up on Wednesdays. Kerrigan's Writing to the Point: Six Basic Steps gives the basic writer simple, practical guidelines without a lot of rhetorical terminology. Students deal with the complete essay from the beginning of the semester, rather than concentrating on the paragraph in isolation.

The structured compositions are returned to the students on Fridays and individual conferences are begun. An evaluation sheet attached to the back of each essay provides the framework for the conference. The major objectives of the conference are to make sure the student understands the evaluation (including both positive and negative comments and to initiate the correction and revision process.

This program really is writing based. Out of a 50-minute class period, an average of 15 minutes is devoted to instructional directions--the remaining 45 minutes are devoted to writing. CREATE, COMBINE, COMPOSE, CORRECT--WRITE, WRITE, WRITE, WRITE.

CCCC: A Writing-Based Developmental English Program

Introduction: *based on Glenn J. Broadhead and James A. Berlin, "Twelve Steps to Using Generative Sentences and Sentence Combining in the Composition Classroom," College Composition and Communication, 22 (October 1981), pp. 295-307.

Parts of speech
Basic sentence patterns
- NV
- NVN
- NLVN
- NLVAdj

Bound modifiers
- adjectives
- adverbs
- prepositional phrases

Definition of base (main or independent) clause--a basic sentence pattern plus its bound modifiers
Basic stylistic rules
1. Express the main idea in a base clause
2. Avoid too many "bound" modifiers

Major sentence-structure errors
- fragments
- fused sentences
- comma splices

CREATE: *Note attached list of "focused" free-writing topics.

COMBINE: text--Donald A. Daiker, Andrew Kerek, and Max Morenberg, The Writer's Options: Combining to Composing, 2nd ed. (New York: Harper and Row, 1982)

General guidelines:
1. Express the main idea in the main clause.
2. Make the complete sentence sound "natural."
3. Avoid major sentence-structure errors.

Subordination
Relative clause
Participles
Appositives
Absolutes
Prepositional phrases and infinitives
Noun substitutes

Coherence
Rearrangement (transformations)
Repetition
Emphasis
Tone
Coordination

COMPOSE: text--William J. Kerrigan, Writing to the Point: Six Basic Steps, 2nd ed. (New York: Harcourt Brace Jovanovich, 1979)

Step 1: Write a short, simple declarative sentence that makes one statement.

Step 2: Write three sentences about the sentence in Step 1.

Step 3: Write four or five sentences about each of the three sentences in Step 2.

Step 4: Make the material in the four or five sentences in Step 3 as specific and concrete as possible. Go into detail. Give examples.

Step 5: In the first sentence of the second paragraph and of every paragraph following, insert a clear reference to the idea of the preceding paragraph.

Step 6: Make sure every sentence in your theme is connect with, and makes a clear reference to, the preceding sentence.

CORRECT: text--John C. Hodges and Mary E. Whitten, Harbrace College Handbook, 8tn ed. (New York: Harcourt Brace Jovanovich, 1977)

Grammatical exercises--few (but with oral response)

Use of free writing

*Individual conferences--evaluation sheet

Theme correction: summary of errors

"FOCUSED" FREE-WRITING TOPICS

(*Most are from Harvey Weiner and Ann Toombs Alejandro.)

1. The times I cut classes I . . . .
2. I lose my temper when . . . .
3. The things that frightened me as a child were . . . .
4. I'm easily embarrassed when . . . .
5. I can always please my parents (wife, husband) when . . . .
6. I got into trouble when . . . .
7. My insecurity shows when I . . . .
8. My childhood was unusual because . . . .
9. The first job I had taught me . . . .
10. My confidence showed when . . . .
11. As a youngster, I admired . . . .
12. I remember learning about loneliness when . . . .
13. Happy memories of my adolescence were . . . .
14. When I returned to my old neighborhood, I . . . .
15. My basic personality trait is . . . .
16. Some good things about having a job . . . .
17. What I'm doing to attain my goals . . . .
18. If I could trade places with anyone . . . .
19. If I had three wishes . . . .
20. What really gets to me . . . .
21. I am thankful for . . . .
22. I'd love to travel to . . . .
23. The ways I'm different from everybody else . . . .
24. Let me tell you how to . . . .
25. I dread being middle-aged because . . . .
26. A place where I feel good . . . .
27. I really like the music of . . . .
28. A ghost story I've heard . . . .
29. Adults place too much importance on . . . .
30. I have really been influenced by . . . .
31. Once I made a bet on . . . .
32. They say when I was little, I used to . . . .
33. I really felt proud when . . . .
34. My first _____ (date, car, etc.) . . . .
35. A recurring _____ (fear, dream, fantasy, etc.) . . . .
36. When I need to be alone, ...
37. I know I really shouldn't, but sometimes I just can't help it . . . .
38. My favorite relative . . . .
39. My idea of the perfect wife (husband) . . . .
40. My advice to _____ . . . .
41. The person who has influenced me the most . . . .
42. I guess the main difference between me and my parents is . . . .

THEME EVALUATION

OUTLINE

A B C D F
5 4 3 2 1

Form: Thesis statement, format, order, parallelism, punctuation

---

BEGINNING ORGANIZATION

A B C D F
5 4 3 2 1

Thesis: Restricted, unified, precise, adapted to assignment.

Introductory Paragraph: Creates interest, identifies major subordinate ideas of paper, defines key terms if necessary, contains thesis idea.

DEVELOPMENT

A B C D F
3 2 1

Developing Paragraphs: Have topic sentences that support thesis, details which support the topic sentences, and concluding sentences. Transitions between sentences and paragraphs appropriate. 5 4

Concluding Paragraph: Restates thesis idea, ties in support.

CONTENT AND STYLE

A B C D F
5 4 3 2 1

Original, complete, cohesive, interesting, vivid.

Sentence Style: Sentence patterns vary, do not distract reader.

Diction: Uses language appropriate to the thesis.

SUBTOTAL: _____

MECHANICS (SUBTRACTED FROM THE SUBTOTAL)

F D C B B+ A
5 4 3 2 1 0

Correct sentences; agreement of verbs, adjectives, pronouns; verb tense; pronoun references; parallelism; dangling modifiers.

Spelling, punctuation, capitalization.

Format, legibility.

TOTAL _____

A	18-20	D	7-10
B	15-17	F	6 and below
C	11-14		

Computer Assisted Study Skills Instruction (CASSIP)

Dorothy Z. Forristall-Brown
Lamar University
and
William F. Brown
Southwest Texas State University

The Computer Assisted Study Skills Improvement Program (CASSIP) consists of four fully integrated items: (1) Study Skills Surveys, (2) Study Skills Modules, (3) Study Skills Notebook, and (4) Study Skills Test. The Study Skills Surveys are used to identify students needing to improve their study organization, study techniques, and/or study motivation. The computer provides interactive instruction on efficient study skills and effective academic attitudes via the ten Study Skills Modules. Students use the Study Skills Notebook to take notes and answer questions about the proven concepts and methods presented by the computer. Counselors and instructors use the Study Skills Test to identify students requiring additional help in learning the recommended concepts and methods.

Study Skills Surveys:

The Study Skills Surveys provide three 20-item checklists on which a student may indicate study organization, study techniques, and study motivation problems that are reducing study efficiency and effectiveness. Although the checklists do not assess the scope or the intensity of a student's problems, they do provide an economical procedure for inventorying the common concerns of a group of students and for identifying the individual problems of each student within the group.

Once the group's most prevalent problems have been ascertained, group discussion of the individual questions will stimulate analysis of underlying causes and identification of possible solutions. Likewise, individual discussion of a student's admitted problems during counseling will facilitate identification of probable causes and expedite planning of corrective steps.

For each of the three checklists, the score is obtained by counting the number of "no" responses checked by the student. To facilitate the interpretation of these scores, tables of norms for high school and college students provide both stanine scores and percentile ranges.

Study Skills Modules:

The Study Skills Modules cover the following 10 topics: (1) managing time, (2) improving memory, (3) taking lecture notes, (4) reading textbooks, (5) taking examinations, (6) writing themes and reports, (7) making oral reports, (8) improving scholastic motivation, (9) improving interpersonal relations, and (10) improving concentration. Each module typically requires approximately 90 minutes to complete. However, completion time is flexible in that each student proceeds at his or her own pace. The 10 modules may be completed in any desired order, and one or more of the modules may be omitted if this appears to be warranted.

Throughout each module, the student is actively involved in the learning process in several ways: (1) reading the study skills concepts and procedures

presented on the computer screen, (2) taking written notes on the concepts and procedures thus presented, (3) answering embedded multiplechoice questions about these concepts and procedures, (4) receiving immediate evaluation as to the correctness of the selected answer, and (5) receiving immediate corrective feedback whenever a given answer is incorrect. A final check on student understanding of recommended concepts and methods is provided through instant grading and feedback for the multiple-choice quiz given at the end of each module. Students answering fewer than 70 percent of these questions correctly are encouraged to go back and repeat the module after seeking off-line help.

Each module is written in a simple narrative style suitable for college freshmen and sophomores. Student interest in the concepts and methods being presented is enhanced by using fictitious names for the various experts and by comparing human and computer capabilities. The computer (named Yalag) attempts to help students with their academic adjustment problems by transmitting the knowledge about efficient study skills and effective academic attitudes that has been acquired from the experts and stored in memory.

The Study Skills Modules are suitable for use with either the mainframe computer with remote CRT terminals or the microcomputer with disk drive and CRT monitor. The modules have been programmed for use with the Apple II microcomputer with a single disk drive and CRT monitor. Later, they will be programmed for use with the Radio Shack TRS-80 Model III microcomputer. The modules have also been programmed for use with the Honeywell 66-20 and CDC Omega 480 mainframe computers using remote CRT terminals. Due to the lack of standardization in computer programming languages, however, institutions may need to arrange for local programming of the Study Skills Modules in a language appropriate to the institution's own computer.

Study Skills Notebook:

The Study Skills Notebook is a 32-page workbook developed to accompany the Study Skills Modules. The notebook provides the student with a systematic approach for taking notes and answering questions about the concepts and methods presented in the 10 modules. Reviewing the questions and answers aids the student in understanding the concepts and utilizing the methods that have proven to be effective for college academic work. The notebook also provides the basis for a systematic review of the computer-presented materials prior to taking the Study Skills Test following program completion.

Study Skills Test:

The Study Skills Text is designed to measure the students knowledge about efficient study skills and effective academic attitudes. Although there is no time limit, most students are able to answer the 200 true-false questions within one hour. Group testing may be accomplished by using printed test booklets and answer sheets. Individual testing may be accomplished on the computer by using a CRT monitor or terminal and its input keyboard.

Twenty questions are provided for each of the 10 modules. Through pretesting, the Study Skills Text may be used to identify students likely to profit from receiving the systematic instruction provided by one or more of the modules. Through post-testing, the Study Skills Text may be used to identify students requiring additional help in learning the recommended concepts and

methods. The student is considered to have demonstrated minimum mastery of the materials presented in a module when 80 percent of the questions are answered correctly.

Discussion:

To date, development of the Computer Assisted Study Skills Improvement Program (CASSIP) has consumed over 3,000 clock hours of professional time. The program has been systematically field-tested over a two-year period on over 400 college students and is now being field-tested on approximately 200 college-bound high school seniors. The program may be readily adapted to fit a variety of instructional or counseling approaches. For example, East Texas State University, Florida State University, and Lamar University offer the program through an academic department, through the counseling center, and through the learning assistance center, respectively.

In the East Texas State University adaptation, the students receive self-paced, computer-assisted study skills instruction by enrolling in an elective psychology course, Psy. 397, Developing Effective Study Skills and Attitudes, for which they receive three semester hours credit following satisfactory completion of all 10 modules. Over 300 college students have completed this course to date.

In the Florida State University adaptation, students requesting counseling on academic problems are asked to take the Study Skills Test and complete all modules thus identified as problem areas. A combination of computer-assisted study skills instruction and off-line academic adjustment counseling are thus employed to provide individualized assistance with academic problems.

In the Lamar University adaptation, students enrolling in special sections of Ed. 1201, College Reading and Writing Skills, complete the modules under the supervision of carefully selected, trained, and supervised peer counselors. In this program, the student-counseling-student approach is employed, with the peer counselors being utilized to facilitate, motivate, and evaluate each student's adaptation of recommended procedures. Here, the computer-presented Study Skills Modules are augmented by instructional activities and reinforcement experiences provided by two successful upperclassmen assigned to work with a group of 25-30 students.

Student reactions to the computer-presented concepts and methods, as reflected in evaluations made anonymously following program completion, have consistently been very positive. Furthermore, test-retest scores on the Survey of Study Habits and Attitudes have shown very significant improvement in student self-reported study skills and academic attitudes. In a series of investigations reported by Gadzella (1, 2, 3), test-retest gains on the Survey of Study Habits and Attitudes were significantly higher ($p < .01$) for a group of 88 students receiving computer-assisted study skills instruction than for either a control group of 67 students receiving no study skills help or a group of 97 students receiving 15 hours of in-class instruction on study skills reading assignments completed outside of class. It was concluded that the computer-assisted approach was a superior method of providing study skills instruction when compared with the class instruction approach.

Educational institutions may obtain a franchise to use the program by signing a contract with the publisher. The agreement commits the institutions to protect the publisher's copyright on program materials, to utilize the modules only when accompanied by the other program materials, to pay the material use fees set by the publisher, and to discontinue using the program if the agreement is cancelled by the institution. The standard franchise contract will be prepared and sent to interested institutions upon request. For further information about the Computer Assisted Study Skills Improvement Program (CASSIP), please telephone 512/442-7979 (not collect) or write to Effective Study Materials, P. O. Box 603, San Marcos, Texas 78666.

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Developing Basic Communication Skills in Vocational/Technical Areas

Mary Ann Youngblood and Joe Cortina
Cedar Valley College

In the past few years there has been a renewed emphasis on "back to basics" in education and a new interest in adult "lifelong learning." Both of these emphases have had an impact on technical/occupational programs. Since its inception, our college has been concerned with developing and implementing programs that will serve the tech/occ students as they strive toward reaching their vocational and personal goals. As a result of this concern, we created the Developmental Communications 095 course to meet a particular need at our college.

The need was first recognized at the administrative level on our campus. They--the president of instruction and tech/occ dean--recognized a pattern in tech/occ students. Many were not graduating because they were not taking Communications 131, a required course in their degree programs. Secondly, the need became apparent as assessment scores in reading comprehension, language usage, writing, and math skills indicated a number of tech/occ students are on a developmental level. And finally, that need was made clear by the tech/occ instructors who expressed a concern of their students' need to develop reading, vocabulary, spelling, notetaking, test-taking, and verbal communication skills.

As a result of these needs, we were given release time in the fall of 1980 through a TEA grant to develop a basic communications course that would enable the underprepared tech/occ student to build communication skills (listening, speaking, reading, and writing) so that he or she would be better prepared to complete our Communications 131 course successfully. Keeping in mind the need for "back to basics" and "lifelong learning" skills, we set about the task of developing a course that would meet the general needs of the students so they would be more successful in their tech/occ courses and in their interpersonal communications. From the beginning, we intended for the course to encompass a total development concept--to be a general basic education course developing skills related to communication situations in school, on the job, and in private life. We did not intend the course to be a tutorial course or an adjunct course for the tech/occ courses. We worked throughout the fall planning and developing the four units of the course, meeting monthly for a luncheon meeting with the tech/occ instructors and dean to get their reactions to and comments on the objectives and learning activities of each unit as it was developed. By the end of the semester, we had developed a curriculum for the Developmental Communications 095 course.

The course rationale, developed by the communications instructors and supported by the tech/occ instructors, tech/occ dean, and college administration, is:

> "Communication skills are necessary tools for achieving your personal, academic, and vocational goals."

The course objective takes the personalized, humanistic approach:

"Through step-by-step learning experiences, you may expect to improve your communication skills in listening, reading, writing, and speaking in order to be more effective in achieving your personal, academic, and vocational goals."

The conditions for evaluation emphasize a "learning-by-doing" approach:

"Your grade for this course will be based on your completion of the learning activities."

The course is developed in four units:

(1) Improving Your Interpersonal Skills
(2) Improving Your Learning Skills
(3) Improving Your On-the-Job Communication Skills
(4) Improving Your Communication Skills as as Consumer and Citizen.

Each unit provides learning activities to develop listening, speaking, reading, and writing skills in conjunction with the particular skills being emphasized in the unit.

In developing the course, we had the advantage of knowing what was required for the college-level Communications 131 course because we had developed and taught that course for our campus. We were thus able to develop a basic developmental communications course that would attempt to build the communication skills needed by the tech/occ students in order to succeed in Communications 131. Those skills emphasized in Communications 131 are introduced and practiced at a more basic level in Developmental Communications 095.

We refer to our Developmental Communications 095 course as being a "developmental" course, a "holistic" course, and an "experiential" course. By "developmental" we refer to how it helps students develop the skills that they do not yet possess. In an effort to avoid using the word "develop- mental" as a euphemism for remedial, we stress that the course is meant to help students develop a foundation for learning basic communication skills. We use "holistic" to emphasize the "whole" of the course and to emphasize the importance of the interdependence of its parts--specifically, the four components of the communication process (speaking, listening, reading, and writing). And by "experiential" we mean to emphasize and try to utilize class participation and interaction. In as many instances as possible, we ask our students to practice communication skills in class. These three descriptive words encouraged us to organize the course in such a way that the four components of good communication are continually presented and reemphasized through the course units.

In teaching each unit in Developmental Communications 095, we adhere to a four-part teaching philosophy. The first part follows the philosophy of sequential learning. In each unit, we try to follow a logical, step-by-step process for learning each communication skill. The listening and speaking components of a unit are presented before reading and writing components, for example. The second part of the philosophy adopts that pragmatic approach. We endeavor to make the content of each unit either practical, in a general

sense, or related to technical/occupational courses specifically. The third part of the teaching philosophy emphasizes the importance of class sessions being interactive by actively promoting class discussion. We also encourage students to learn from other students, since we think that positive peer pressure in this kind of situation is beneficial. And the fourth part of our teaching philosophy for Developmental Communications 095 recognizes the need to actively promote the language development of our students. Therefore, we encourage vocalizing and discussion and even some reciting, when appropriate. We adopted this philosophy because we recognize that language development precedes reading and writing development.

The teaching method that we use in almost all class sessions in Developmental Communications 095 also follows a four-part method for each class meeting. We follow this method: First, we present and discuss a concept or communication skill; second, we immediately provide time to practice the skill in class through discussion and class activities; third, following the activities, we discuss and review that skill; and fourth, we test this skill with a "practice" test. Often, we have a "retest" on the skill during the next class session. We have found the students responsive to this step-by-step teaching method. We believe that students learn from the interaction and repetition that is incorporated in this method.

This course depends heavily on class participation, so we stress regular attendance. Therefore, the grading of the student's performance in Developmental Communications 095 is based on attendance as well as on performance on the practice exercises, the unit "practice" tests, and the "retests."

We attribute the success of our Developmental Communications 095 course to the basic principles described above. We think that the experiential, holistic, and pragmatic nature of the course's design permits and supports sequential presentation of the four components of good communication.

From our experience we would like to make certain recommendations to those who might be considering developing a basic communications course:

(1) you must have full support and advisement from technical/occupational instructors;
(2) the course needs to be taught by communications/English instructors;
(3) be sure tech/occ instructors and students understand the general educational nature of the course; and
(4) the course needs to be taught in the fall to prepare students for their "non-developmental" communications course in the spring.

Development Reading's Impact on Retention and Course Completion

James A. Swindling
Eastfield College

Introduction

Currently, America is in a "back to the basics" attitude because of nationwide declines in student literacy. Isaac Asimov (1:19) refers to American society as a "cult of ignorance" because of our apparent anti-intellectual mood for the past 20 years. I do not push for elitism, but I do expect that a community college graduate can read. As educators, we have stated to the public that "learning is the key to life." I submit that we are wrong. Competence is the key to life! And, without the ability to read fluently, one major avenue to any competency is blocked. Developmental educators provide competence and everyone must be told.

Problem

Reading professionals responsible for the de facto education of disadvantaged students have been reticent, or simply have not been willing, to report to the "significant others" research which proves the efficacy of their programs. Levinson (2) points out that both administrators and faculty want proof.

Credibility and accountability need not be feared. We know that what we do has a positive impact on our students. We need to report it. If we are facilitators of instruction, then, also, we are facilitators of information. We must manage our resources like ad men. Administrators and faculty are marketing targets to be manipulated by the illusion that they are persons who decide for themselves. We must become soft-sell hucksters -- sources of quick, effortless, and useful information on what is so good about our developmental programs. Administrators and faculty must depend on us. That dependency is arrived at by periodic reports on profitability, i.e.,

1. How do "poor" readers perform in college courses?
2. Does the college/community benefit from allowing its students the freedom to make "real" academic/career decisions, even though past performance and basic literacy assessment strongly suggest alternative courses of action?
3. Do students who successfully complete reading improvement courses succeed in academic areas?

The answers to these questions are the "stuff" of which we must concern ourselves. One need not be a research specialist nor utilize dissertation trivia of chi square, t-test or regression-discontinuity design. We are not Harvard. We are not mini-universities. We are practitioners working with real people with real problems. Always--be pragmatic--write reports, report trends. Remember, the target audience of your information is <u>not</u> statistically sophisticated either.

Design

Eastfield College has a majority of excellent students and very good readers. But too many "poor" readers matriculate into all college courses. This research project deals with attrition/retention/recruitment of "poor" readers. Poor readers are those students ranging from severely handicapped clinical cases through those students reading four years or more below grade level.

Through a computer search and retrieval, the project systematically tracked and compared, for two years, new students at Eastfield College who in the fall of 1978 scored below 9.0 grade level on the Nelson Denny Reading Test, Form C, Comprehension Subtest, during assessment/advisement prior to registration. The students thus identified were separated into two categories:

DIDDERS - Those students who did take a reading improvement course as well as other courses as the assessment/advisement suggested.

NOTTERS - Those students who did not take a reading improvement course but, rather, went directly into the regular college curriculum even though assessment/advisement suggested a real need to improve basic reading skills.

Selection Results

Only those students who took the assessment of basic skills at Eastfield College and had counselor advisement prior to registration were selected for this study. Students from April 10, 1978, through August 14, 1978, were included. Although many other students took the assessment package during fall 1978, they were not included because they did not have adequate skills information prior to registration. Of the 2,691 students assessed only 898 students received scores with the advisement process prior to registration.

Students Who Took Assessment After Registration	1793	=	66%
*Students Who Took Assessment Prior To Registration	898	=	34%
TOTAL STUDENTS	2691	=	100%
Nelson Denny Score Above 9.2 Reading Grade Level	585	=	66%
*Nelson Denny Score Below 9.0 Reading Grade Level	313	=	34%
TOTAL STUDENTS	898	=	100%
Nelson Denny Score Below 9.0 Grade Level, DIDDERS	103	=	33%
Nelson Denny Score Below 9.0 Grade Level, NOTTERS	141	=	45%
*Assess/Advise But Not Registered	69	=	22%
	313	=	100%

Discussion

Three immediate problems were easily identifiable. The first was that 66% of the students did not go through assessment/advisement before registration and hence could not make real choices about their skills as they relate to the courses they selected. The second problem was that only one-third of the students who were suggested to improve their reading through the assessment/advisement process acted on that suggestion. The third problem was the "loss" of 69 poor reading students who never came back to enroll at Eastfield College. These 69 students already had invested time in several visits to the campus, i.e., application to the college, several hours undergoing assessment and counselor advisement. Their scores were low enough that they could not have matriculated into the university system.

The institution truly lost 69 potential students because of the "time delay" of assessment/advisement and registration. If these students had enrolled in course work which included a reading improvement course, Eastfield College could have expected to realize an additional 38,419.2 contact hour funds, or a projected increase of approximately $115,257.60.

Equally as important, Eastfield would have educationally salvaged these students to be even more productive members of our community in accordance with our mission. The efforts of institution as well as faculty recruitment was undermined when closure was not provided in a timely way. The humanism and student centeredness we projected was lost for all intents and purposes when the student's commitment was delayed by days, weeks, months waiting for registration to "happen."

Tracking Results

Once the appropriate students were selected, a computer search of each student's transcript was accomplished. The retrieved transcripts tracked each student from fall 1978, through fall 1980. An analysis for comparison between DIDDERS and NOTTERS in terms of semester hours attempted, semester hours completed, persistence rates, attrition rates, and overall grade point averages was performed. Likewise, a computer search and retrieval was accomplished on grade level readers performances in each area for purposes of comparison.

	Grade Level Readers	Poor Readers	
		DIDDERS	NOTTERS
Average Hours Attempted	9.2	8.7	5.7
Average Hours Completed	7.4	6.4	3.3
Average Persistence Rate	80%	74%	58%
Average Attrition Rate	20%	26%	42%
Average GPA	3.0	2.9	2.6

Discussion

The students who needed to improve their reading skills and pursued a corrective mode by electing to take a reading improvement course as part of their regular course of study significantly outperformed their peers who needed reading but chose to go headlong into academic course work. It is

important to note that the DIDDERS averaged almost a 3/4 time FTSE load for two years while the NOTTERS averaged less than 1/2 time FTSE in the same period. Poor readers who did take a reading improvement course performed as well as grade level readers in college course work. It seems that skills taught in reading improvement courses allow even poor readers to compete successfully in academic and technical courses. But poor readers who do not take reading improvement courses attempt fewer courses and complete less course work. It appears that the worse a student reads, the less course work he attempts.

The attrition rates also explains Eastfield's retention problem. The students who needed to improve their reading and didn't dropped 42 percent of their course work taken in the two-year period. The students who did improve their reading successfully persisted through their course work 74 percent of the time and with good grades. The grade level readers' performance as relates to persistence and attrition seem at party with the DIDDERS. However, poor readers who did not take a reading improvement course were left far behind.

The difference in semester hours attempted between the DIDDERS and NOTTERS represents approximately $100,000 lost through contact hours by Eastfield College because of a lack of pro-active academic intervention strategies. Studies by Rouche (3) and others indicate that students reading two years or more behind grade level are 50 percent unsuccessful in college. Eastfield is very close to his warning. An additional $115,000 was lost because students who went through application/assessment/advisement did not show up to register for any courses -- the right ones or the wrong ones!

Conclusions

The reading improvement courses offered at Eastfield provide academic assistance to poor readers, which allowed them to gain success in college course work. The reading program is fulfilling the mission and goals for which it was established. However, Eastfield College's present procedures in dealing with poor readers during the assessment/advisement phase sets the stage for high attrition, loss of students in recruitment, the forfeiture of thousands of contact hour funds, and the deprivation of student's right to an education. The advisement policy toward students is the embodiment of the Spanish proverb, "Take what you want -- and pay for it." To me, the price we extract from our underprepared students is far too high! It is immoral to allow any student to make choices that will kill his chances for success. We must provide opportunities, not problems.

Implications

Reliable evaluative data can be collected and reported without the super-sophisticated statistical strategies discussed by Trillin (4) and others. Answers to simple but extremely important questions regarding the efficacy of reading programs can be answered by any reading professional. We have always collected data; we simply have not taken the next step, which is to write it up. For too long we have relied upon administrators and faculty for support, now they must rely on us. Indeed, we are charged with proving the worth of our programs. It can be done with limited time and energy!

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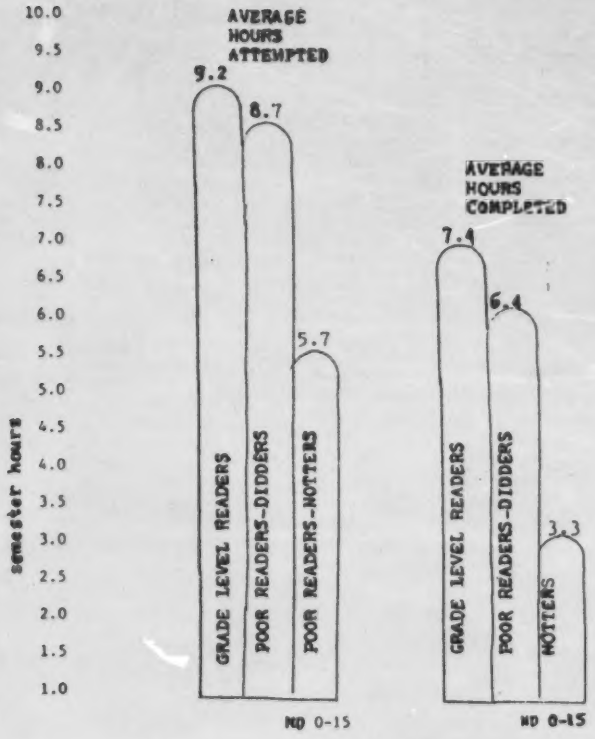
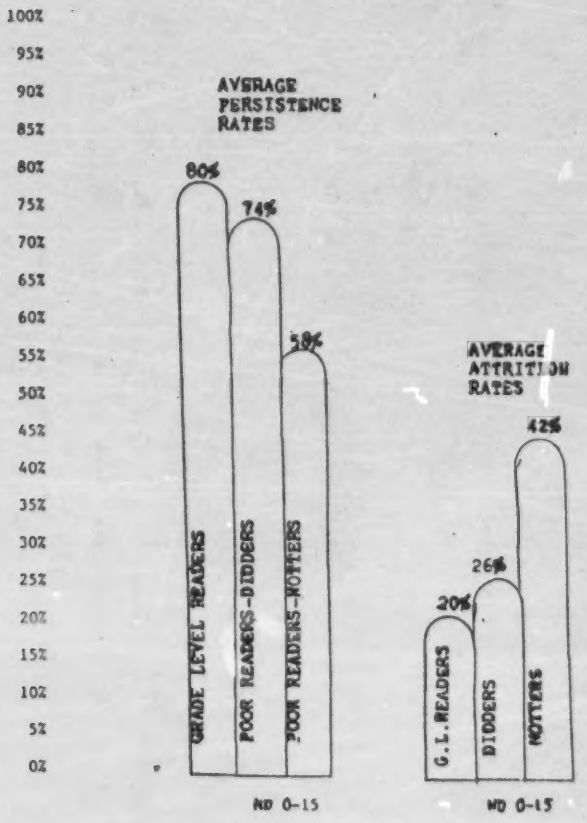
FIGURE 1



N = 103 DIDDERS
N = 141 NOTTERS

FIGURE 2



N=103 - DIDDERS
N=141 - NOTTERS

FIGURE 3

AVERAGE HOURS ATTEMPTED

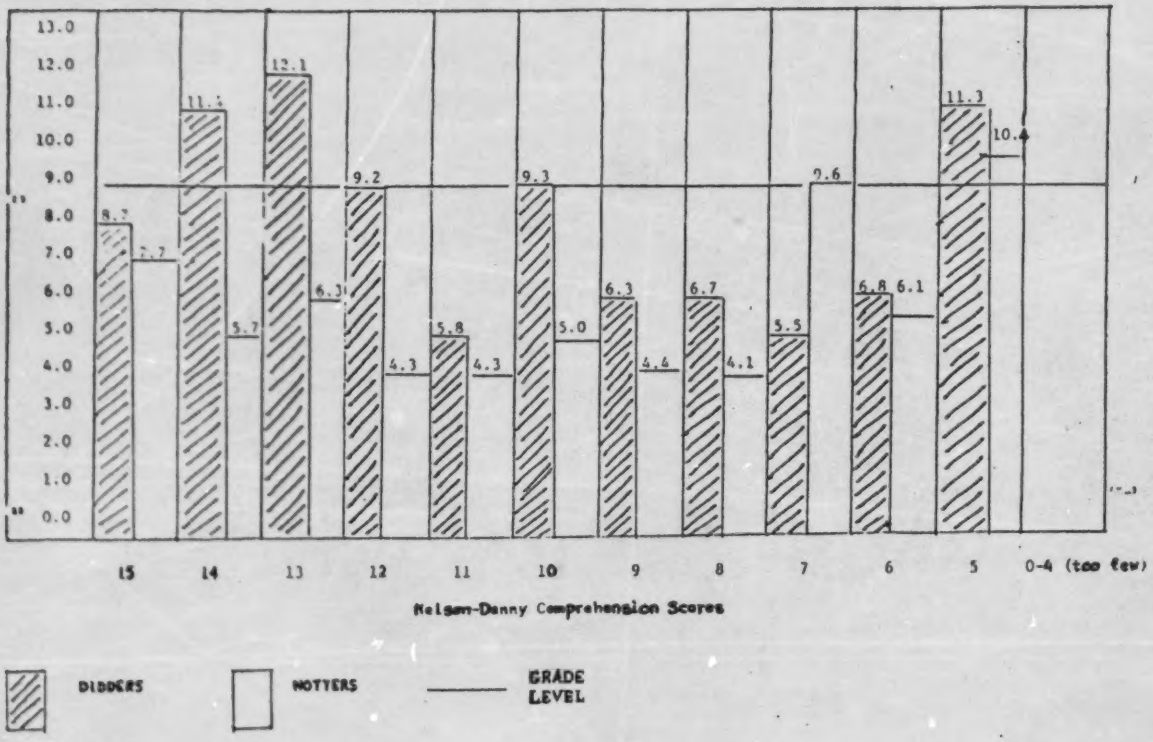
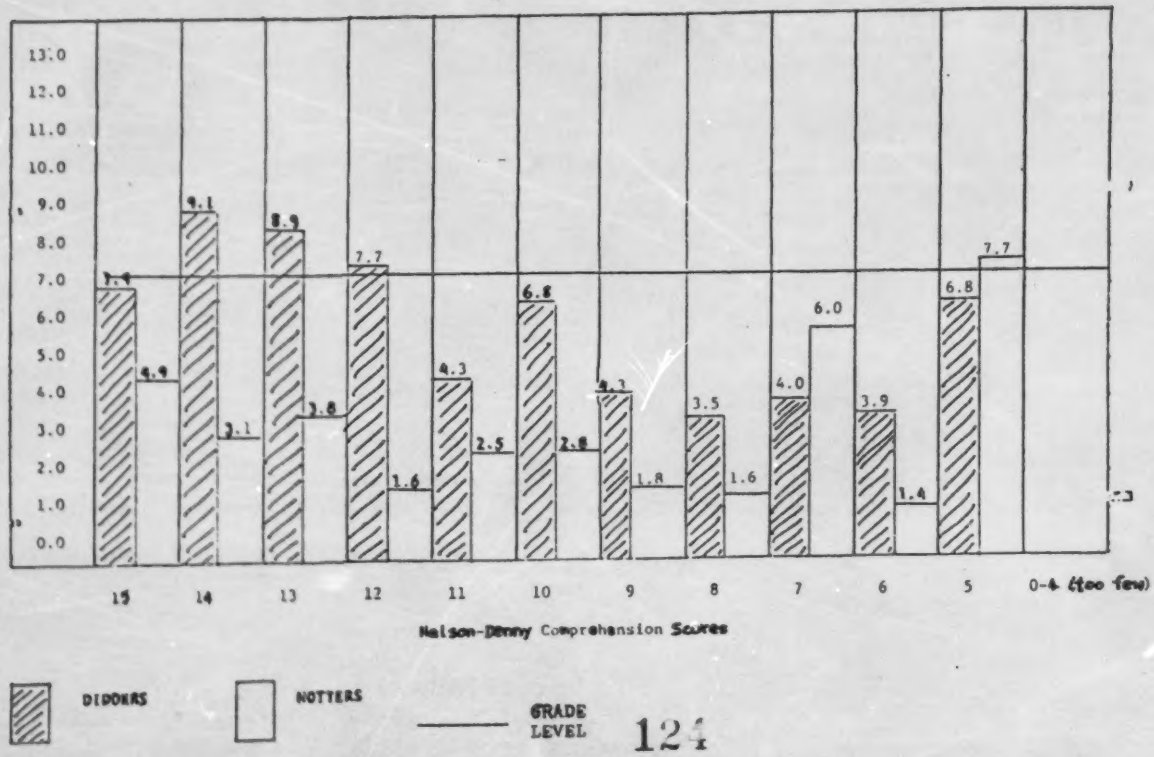
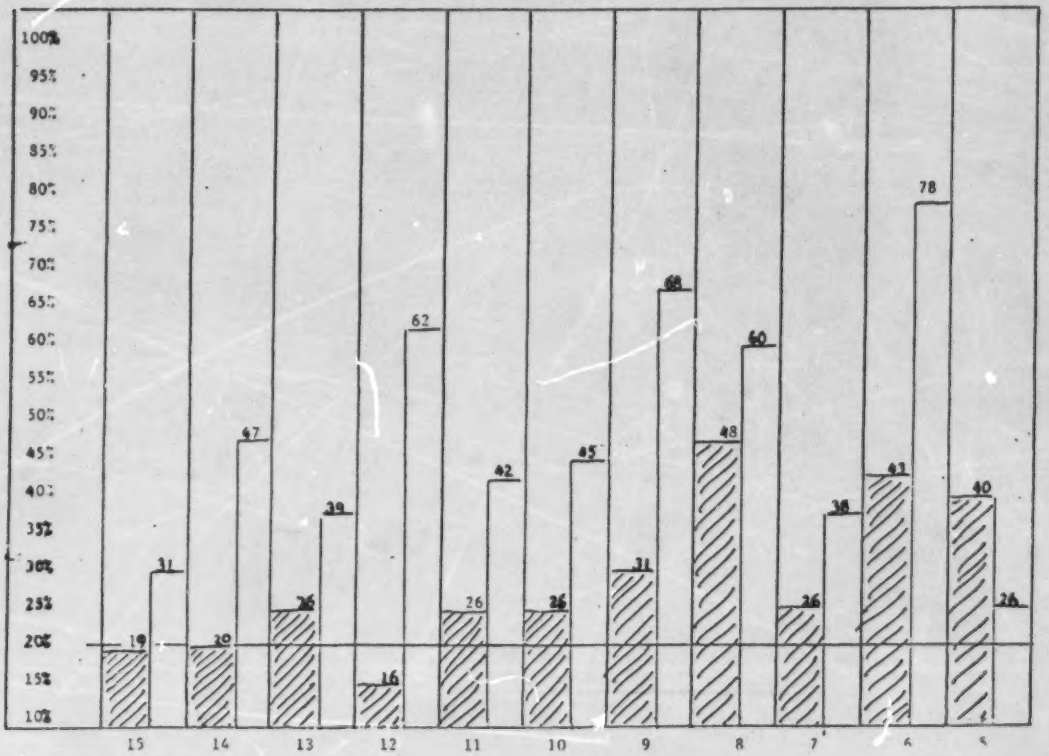


FIGURE 4

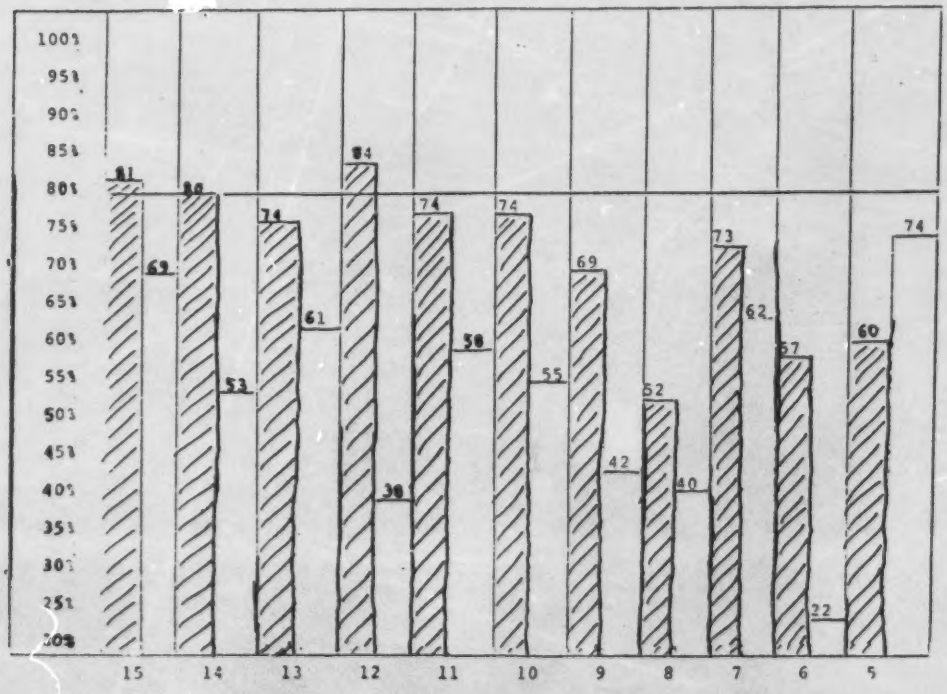
AVERAGE HOURS COMPLETED



AVERAGE ATTRITION RATES
Nelson-Denny Comprehension Scores



AVERAGE PERSISTENCE RATES



GRADE LEVEL

DIDDERS

NOTTERS

FIGURE 7

WD SCORE	GPA	HRS ATT	HRS COMP	PERSIST RATE	DROP RATE
15	3.08	8.7	7.0	81%	19%
14	3.02	11.39	9.13	80%	20%
13	2.8	12.09	8.9	74%	26%
12	3.03	9.18	7.73	84%	16%
11	2.8	5.75	4.25	74%	26%
10	2.8	9.28	6.83	74%	26%
9	2.9	6.27	4.33	69%	31%
8	2.8	6.68	3.5	52%	48%
7	2.5	5.46	4.0	73%	26%
6	3.1	6.83	3.92	57%	43%
5	2.9	11.25	6.75	60%	40%
4	- -	- -	N/A -	- - - -	-
3(1)	0.0	1.75	0.0	0%	100%
2	- -	- -	N/A -	- - - -	-
1(2)	3.0	4.37	.9	20%	80%

POOR READERS DIDDERS

	GPA	HRS ATT	HRS COMP	PERSIST RATE	DROP RATE
	2.8	7.07	4.94	69%	31%
	2.8	5.74	3.08	53%	47%
	2.7	6.31	3.86	61%	39%
	2.6	4.29	1.65	38%	62%
	2.5	4.26	2.46	58%	42%
	2.4	5.04	2.79	55%	45%
	2.8	4.4	1.8	42%	58%
	2.7	4.1	1.66	40%	60%
	1.8	9.62	6.0	62%	38%
	2.4	6.12	1.37	22%	78%
	2.05	10.4	7.75	74%	26%
(2)	0.00	2.75	0.0	0%	100%
	- -	- - -	N/A	- - -	-
	- -	- - -	N/A	- - -	-
	- -	- - -	N/A	- - -	-

POOR READERS NOTTERS

PLANNED LEARNING: SURVIVAL FOR THE SERIOUS STUDENT

by
James A. Swindling, Ed.S.
Director, Learning Assistance Center
Eastfield College of the
Dallas County Community College District

WARNING - A RATIONALE FOR A NON-TEXTBOOK

Individualized or prescriptive instruction demands efficient organization. There are many excellent teaching materials on the market today -- each call for separate response booklets. My lab contains 83 different materials requiring separate booklets. How can I ask students to buy so many booklets? How can I organize these for an individual prescription? Planned Learning does it for me.

(1) Planned Learning is designed for every remedial, corrective or developmental reading/learning program.

(2) Planned Learning will aid your individualized instruction for maximum efficiency in the shortest possible time.

(3) Planned Learning worksheets are useable with any material presently on the market.

(4) Planned Learning creates an active input-feedback procedure which can allow for continuous diagnosis between student and instructor.

(5) Planned Learning is simple and uncomplicated.

(6) Planned Learning is written in reality language to students, for students.

Planned Learning is readily adaptable to your own unique existing program and will facilitate individualized instruction without causing the cumbersome wastes of time, money, and instructional energy. This student-centered consumable material re-directs the "ways" to an achieveable "means" for the student, the instructor, and the reading/learning/study program.

PLANNED LEARNING: SURVIVAL FOR THE SERIOUS STUDENT

TABLE OF CONTENTS--

PREFACE	
INTRODUCTION	
VITA	1
PROGRESS CHARTS	6
SURVIVAL FOR THE SERIOUS STUDENT	11
THE READING GAME	17
MYTHS ABOUT READING	24
THE SPEED GAME: RIP-OFF OR PAY-OFF	28
POSITIVE PROJECTION	33
MANAGING YOUR STUDY TIME	39
FOR WOMEN ONLY: ADVICE FROM ONE OF YOUR OWN	49
QUICKIES FOR THE SERIOUS STUDENT	55
THE LECTURE GAME	58
MAPPING -- THE BIG PICTURE	66
THE TESTING GAME	70
THE LIBRARY GAME	86
THE LIT GAME	97
A LIFE PLANNING SYSTEM	105
COURSE SELECTION GAME -- SHOPPING AROUND	114
THE GRADING GAME -- ECONOMICS OF LEARNING	125
ONE FINAL WORD	129
SURVIVAL INDEX OF SKILLS	130
WORKSHEETS	141

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English Multimedia Learning Laboratory

Vivian Rudisill
San Antonio College

(1) Moody Learning Center: The Multimedia Learning Laboratory is located in Moody Learning Center, San Antonio College. Begun in 1970, new programs are added annually.

Objective: To raise the quality of English instruction by providing students with a lab based on individual needs and learning capabilities.

Methods, Content: Three unique characteristics distinguish this lab from others: (a) students attend the lab under teacher supervision as part of classroom instruction (spending one hour in the nontraditional lab and two hours in the traditional classroom); (b) all programs are developed around same units of study; and (c) software programs range from those directed to students who are underachievers to those who excel. THIS IS A TRUE ENVIRONMENT FOR INDIVIDUALIZED AND PERSONALIZED INSTRUCTION. It is divided into two main environments: (I) INDIVIDUALIZED INSTRUCTIONAL LABORATORY and (II) GROUP INSTRUCTIONAL LABORATORY.

I. INDIVIDUALIZED INSTRUCTIONAL LABORATORY

(2) Learning Lab (MLC 539). Open from 8:00 a.m. to 10:00 p.m., the lab contains 50 carrels, each equipped with a 35 mm slide projector and cassette player.
(3) Ten Different Learning Areas: In the lab, the student is recycled over the same material in approximately 10 different learning areas until he learns to use at his own speed the basic concepts of sentence structure and to incorporate these is his own writing. An extensive testing program has been designed so that through immediate feedback, a student knows whether he should continue with the next concept or continue to review until he masters that concept.
(4) Freshman Composition Skills: The student learns material which is traditionally designed for Freshman Composition in order to prepare him for Freshman Composition skills. The lab is also utilized by some Freshman Composition classes.
CAGE AREA: (5) Spelling: Found in the cage area are the spelling tape programs. All software programs were developed here at San Antonio College except the purchased spelling tape programs, although in the future we hope to have our own individualized spelling programs on the computer terminals.
(6) Slides: The 250-slide program is coded by color and illustration which are utilized as cueing devices for rapid identification of sentence elements. The slides are filed in boxes by color for easy identification and transmittal to students.
(7) Test Manual: The lab has an extensive testing program. Each manual contains a v. 1 and 2, and filed in cabinets is v. 3, which teachers may utilize for class testing. A v. 4 with correct answers has been included in the text as practice exercises.
Carrel Area: (8) Individual carrels: Students use slide projectors and cassette tapes.

(9) Programmed Manual: In the manual the material is studied in conjunction with slides and tapes, but it can be studied independently. Our newest project is to incorporate more student-generated sentences in a technique known as "sentence combining."

TUTORING AND TESTING AREA: (10) Tutoring Program: The tutoring and proctoring programs are all designed to see that a student has immediate assistance for individual difficulties. In OPEN tutoring, the tutors administer and grade exercises, give students immediate feedback, and give "on-the-spot" tutoring. In the CLOSED tutoring program, a student is assigned to a specific tutor at a specific time and date for one-to-one instruction.
(11) Learning Line: Learning Line 733-2503 is a telephone tutoring service with direct telephone line to the lab. This service has been developed so that all students who desire help at any time can be assisted immediately.
(12) Tutorial Printed Exercises: These exercises used by students who need extra help, are filed on shelves for student use. Many with correct answers are posted on walls of lab so students can use them for self-tutoring.
(13) Open Proctoring: Individual tutors or proctors assist students at carrels in open proctoring sessions. They use manuals, printed material, and other helpful materials.
(14) Testing: When a student takes a test, it is graded immediately by a tutor who then assists student in correcting his difficulty. Printed handouts with correct answers are available at all times for student use.

COMPUTER ASSISTED INSTRUCTION (CAI) AREA: (15) We have five typewriter terminals (IBM 2741) with paper printout containing same material as found in other areas of the lab. Two computer languages are being utilized: APL and IIS. APL is a drill and practice testing program as well as a self-instructional or tutoring program. The terminals "talk" to the students, calling them by name, giving them, in response to a wrong answer, the correct answer and a reason why that answer is correct, and an immediate test grade. IIS is utilized on the CRT machines. (See 18)
(16) Data Bank: An English data bank for random selection has been developed. No two tests are alike. Teachers may select items from this data bank to be used in class examinations.
(17) Printouts: An outstanding feature is the printout that can be studied at home.
(18) Three Cathode Ray Tube terminals: On these display terminals, there are available two computer programs: APL, written for entry level of remedial students, and IIS (Interactive Instructional System) based on student's interaciton with terminals and written in discussion manner.

II. GROUP INSTRUCTIONAL LABORATORY

VIDEO BEAM AREA: (MLC 620A) (19) Video Beam: A large 7' x 7' video screen in multi-colors is used for group presentation and utilizes both teacher lecture and student response.
(20) Testing: The Video Beam is also used for class testing and screening of individual students.
(21) Other Media: The Video Beam is used in conjunction with other media, for example, the slide projector, overhead projector, Sony T.V., and video cassette recorder.

Room 520A is being utilized by other groups on request. For example, when the Columbia landed seventy people were watching on Video Beam; other significant events were the homecoming of the hostages, President Reagan's inauguration and attempted assassination, and Sadat's assassination.

* * * * * * * * * *

PERCENT INCREASES

EQUIPMENT USAGE:

1980 recorded a 34.99 percent increase over 1978-1979 figures.

1981 with 79 teachers, 126 classes using the lab, recorded 40,164 total student equipment usage, which is a 24.19 percent increase over the 1980 figure of 32,339 students.

TUTORING (OPEN and CLOSED):

1980 recorded 108,000 contacts, which is a 16.25 percent increase over the 1978-1979 figures.

1981 recorded 116,000 contacts, which is a 7.32 percent increase over the 1980 figures.

CARRELS USED BY STUDENTS: 4,398.

TOTALS FOR OPEN FLOOR TUTORING: 1,015

TOTALS FOR 520A (GROUP LAB)

Staff: 250
Student: 1,717

COMPUTER UTILIZATION:

APL: 998
CRT: 270

PERSONNEL

The English software programs have been developed by Vivian Rudisill, Professor of English, San Antonio College, 1300 San Pedro, San Antonio, Texas 78284. The lab programs are cordinated by a full-time library supervisor, a full-time technician, and an assistant supervisor.

Inquiries are welcomed.

Critical Reading of Narrative Literature

The reader who recognizes literary elements in a work of fiction is better able to appreciate and evaluate. Literary terms of importance are: conflict, theme, and style.

I. CONFLICT

Conflict is the problem or struggle confronting the main character(s). It actually provides the inciting incident for plot development. There are various types of conflict; sometimes a story involves more than one problem or struggle.

A. Man aganist man occurs when two characters clash about ideas, desires, interests. A good example of this conflict would be the battle of philosophies between Ralph and Jack in Lord of the Flies.

B. Man versus society shows the main character fighting against the principles of his environment. Dick Gregory's Nigger illustrates this type of conflict.

C. Man within himself happens when the main character fights with his own conscience or feelings. In Notes of a Native Son, James Baldwin states that his chief conflict is the hatred in his own heart.

D. Man has to fight Nature when some catastrophje threatens his existence. After the airline crash in Alive!, the main characters are faced with a dilemma - they may have to eat human flesh to survive.

E. Man against the Supernatural is another possible conflict. In "The Boarded Window" by Ambrose Bierce, the main character faces the unknown. Can the panther be real, or is it some product from another dimension?

II. THEME

Theme is the main idea of the story. Because it is based on universal principles which apply to all men, it often teaches a lesson about living. Theme often shows how the main character resolves conflict. Sometimes the writer actually states the main idea in the story. Often, however, the reader must compose this message in several sentences. The title of the story may provide a good clue to the central message.

A. Theme in Ambrose Bierce's "Boarded Window" can be derived from title. For example, "Man's curiosity about the Unknown may lead to dimensions from which there are only tentative explanations."

B. James Baldwin actually states theme in Notes of a Native Son; "I saw nothing very clearly but I did see this: my life, my real life, was in danger, and not from anything other people might do, but from the hatred I carried in my own heart."

II. STYLE

Each writer has a unique way of expression. The reader sees characters within story incidents through the manner in which the author weaves words. Three important literary elements which contribute to style are tone, mood and point of view.

A. Tone

Tone shows the writer's feelings about a subject. The writer may be respectful, loving, angry, impatient, humorous, ironic. For example, James Baldwin's tone in Notes changes from one of respect to anger. He opens the story in a calm, quiet way. As the racial incident in the story develops, tone changes from calm to anger.

B. Mood

Mood is closely related to tone in that the reader's feelings are affected by the attitude of the writer. For example, one can sense the anger of the young black man who almost kills the white waitress.

C. Point of View

An author's beliefs determine how she/he looks at the story. Purpose also plays an important role. For example, Baldwin uses first person "I to tell his story; he wants the reader to have a personal view of what is happening. Bierce, on the other hand, tells his tale as a storyteller. He wants the reader to be surprised by the horrible incident which occurs at the end of the story.

Words for a Character Description

These descriptive words can be used before and after the character description activity. Before you begin the character description, look at these words and learn their meanings. They can be helpful to you in describing a character's physical appearance, voice, expression, way of dressing, etc. If you'd like, add your own words to this list, or use a Thesaurus or dictionary to get additional descriptive words.

Optimistic	Mischievous	Shy	Frolicsome	Loving
Sly	Compassionate	Furrowed	Wrinkled	Short
Studious	Unscrupulous	Joyful	Sad	Affectionate
Gallant	Clever	Sensitive	Charming	Thoughtful
Serene	Vulgar	Intense	Eccentric	Graceful
Versatile	Unkempt	Aggressive	Proud	Innocent
Brilliant	Cynical	Enthusiastic	Devout	Peaceful
Adventuresome	Tattered	Muscular	Lovely	Somber
Slovenly	Dainty	Enchanting	Bedraggled	Patient
Gentle	Stately	Lanky	Wild	Kind
Delicate	Musical	Merry	Old	Handsome
Dashing	Lonely	Quick	Skillful	Frightening
Pessimistic	Clear	Colorful	Willowy	Happy
Strong	Alone	Youthful	Tired	Clumsy
Wise	Adroit	Faithful	Weak	Humble
Demure	Quaint	Determined	Glamorous	Dynamic
Flirtatious	Gnarled	Spiritual	Eridite	Wise

Character Description Definitions

1. adroit: clever, skillful, an adroit hand, an adroit maid.
2. aggressive: making assaults or attacks, strong-willed.
3. bedraggled: clothing made limp and soiled with water or dirt.
4. compassionate: caring, loving, desiring to relieve another's suffering.
5. cynical: sarcastic, doubting the sincerity of people and things.
6. dashing: showy, attractive in a daring way.
7. demure: modest, shy, quiet and not showy in appearance.
8. dynamic: active, energetic, forceful.
9. eccentric: out of the ordinary, odd, peculiar.
10. enchanting: very delightful, charming.
11. erudite: scholarly, learned. The professor had an erudite expression.
12. frolicsome: full of fun, happy, merry.
13. gallant: noble, brave, daring, courageous.
14. gnarled: knotted, twisted. The farmer had gnarled hands.
15. humble: modest in spirit, not having false pride.
16. lanky: long and thin, ungraceful with your height.
17. optimistic: looking on the bright side, hoping for the best.
18. looking on the gloomy or bad side of things.
19. quaint: strange or odd in an interesting, pleasing or amusing way; often old-fashioned. She had a quaint way about her.
20. serene: peaceful, calm, a serene smile or face.
21. slovenly: untidy, dirty or careless in dress, appearance, habits, etc.
22. somber: dark, gloomy, a somber mood, a somber expression.
23. stately: dignified, grand. He stood in a stately manner.
24. tattered: torn, ragged. They wore tattered clothing.

The Writer's Technique

An important way to develop critical skills is to be aware of the writer's technique in any selection you read. Once you know what the writer is diong with his or her material -- once you know the effect he or she is trying to crate -- you can judge what is said more fairly and clearly. The writer's technique often involves these features:

(1) Style

In general, style is the way a writer picks words and puts them together. The style usually tells you who the writer expects to read the work. If the sentences are long and the words are difficult, the writer expects an educated reader. If the language is rich in slang expressions and current phrases, the writer is talking to a more general group. If the words are technical, the writer is aiming for a special audience who knows the language of what's being discussed. Some writers pick works with deep emotionial appal in order to press their readrs into action. Other writers choose a more impartial sytle.

Pleasing	Poor
clear	trite
fresh	confusing
imagination	involved
can paint a picture	verbose
make one see a character vividly	pompous

Wiener and Bazerman, Reading Skills Handbook, 1978

Sample Paper

John Gunther's style is very clear, and a person can see a picture in his mind of his characters. He does not use big words; they're simple for a prson to read, and when he says that Johnny has two bumps on his head that are the size of two tomaotes and is very tired, a person can picture that. His writing is not hard to understand and is not confusing. He is never too wordy. Mr. Gunther brings his characters to life in his writing.

Faculty/Counselor Academic Advisement

Jo Bennett
Alvin Community College

In the fall of 1978, we determined that the one most important factor in student retention and student completion of academic goals is faculty/counselor involvement in academic advising. We set upon a three-year pilot project in this area.

The role of the academic advisor was defined: To accept the responsibility of directing and guiding students assigned them in accomplishing realistic academic goals at ACC.

We were not aware of the strong impact our advisement project would have on our development program; however, having a student profile assists in realistic academic advising and identification of student need. The academic advising procedure shown here is being implemented at ACC:

A. Coordinator of learning lab is responsible for:

1. Placement testing throughout the year and special periods such as orientation
2. Assists in grading and scoring
3. Develops student profile including:
   a. Placement test results
   b. Other test scores
   c. High school transcripts
   d. Other available information
4. Coordinates assignments by major field of study or related study
5. Maintains master list of advisees and advisors

B. Advisors

1. Are offered in-service on academic advising each semester
2. Meet advisees each semester for pre-planning
3. Continue follow-up throughout the semester
4. Initiate and keep degree plan current (one copy to Graduate Advisor, one copy to Advisor, one copy to Advisee)
5. Complete checklist (follow-up) for ADSIS each semester

C. Special Permits

Students completing testing and advisement receive early permits to register

D. Students with no scores or low scores who come to register are advised in a developmental registration room.

1. Good academic advisement based on acquaintance with the indicators of a student's abilities and the student's perception of his/her self.

2. Students with low scores are advised appropriately. If advisor's recommendations are not accepted, it is so indicated on the student's course plan for future reference.
3. If student has no scores, he/she is routed through placement testing.

E. We are gradually moving to getting ALL tested, ALL appropriately advised. Having students in the right classes at the right time has a great deal to do with the student's success.

Academic Advising at Alvin Community College

I. THE NEED IS REAL:

A. In 1978 it was discovered that in five years of testing students for placement in college programs, one-half who took the local battery did not score above the 10th grade level.
B. It further was discovered that more than one-half of the "below 10th grade" group were actually below the eighth grade level.

II. TARGET GROUPS:

A. Students whose test scores indicate a need for skill improvement before attempting other college courses and/or curricula, whichever the case may be.
B. Students who have been out of school for an extended period of time and who feel the need to be reoriented to the classroom.

III. EXPECTED GOALS/OUTCOMES: We have set goals in three areas

A. Human development
B. Competency in basic skills
C. Preparation for higher level of educational attainment at the postsecondary level

IV. ORGANIZATION:

A. Administration

1. Developmental educational program is administered through the office of the dean of instruction, student and community services
2. Office of associate dean of university parallel responsible for content, staffing and scheduling of classes. Chairpersons of departments are responsible for policies and procedures.
   a. Math
   b. English

c. Psychology

3. Associate dean of students and instructional services supervises support services.
   a. Director of student services/registrar
      (1) Admissions
      (2) Counseling
   b. Coordinator of learning laboratory
      (1) Responsible for placement testing
      (2) Schedules use of lab facilities and equipment
      (3) Supervises a student-tutor program
   c. Project director of special services
      (1) Supervises the staff and operations of non-credit special services lab
      (2) Maintains counseling services for grant participants
      (3) Supervises the enrollment of developmental students during registration

Stimulating Critical Reading Skills In the Developmental College Student

Laura Edwards and Kay Walker
University of Southwestern Louisiana

To be an educated person is to see "the connectedness" of things. In a recent Carnegie study for the advancement of teaching in higher education Boyer and Levine wonder if increased specialization has diminished this primary aim of general education (1981).

> An ideal education is a broad one that can later lead to specialization--especially when the world becomes more specialized and technical.

Might this incrimination also apply to the ever expanding influence of developmental educators? Students who have only a semester or two to raise performance levels to acceptable college standards need much more than skills orientation. They must have greater practice in the integration of those skills.

One way of helping students to synthesize a basic cadre of skills is practice in critical reading. Despite emphasis in critical reading of expository material, students might also improve ability to analyze narrative literature. This seems important for several reasons. First, many developmental students have very poor outside reading habits. Second, literal rather than inferential responses dominate reaction to literature. "Connectedness" often proves to be an exception rather than the rule; many students do not interact actively with an author's microcosm of human experience. On the other hand, they seem to feel little compunction about an "I don't like it" supported with minimal examples. An educated person should be able to think critically while reading and support judgment through concrete examples from literature and experience.

A Critical Reader

A critical reader is someone who reads habitually for pleasure. He also reads broadly, and in depth according to his potential. Next, a critical reader thinks while reading. He participates with the author as he questions and evaluates. Finally, he enjoys interacting with others about what has been read.

A Method for Stimulating Critical Reading

Students are required to read two novels during the semester of Developmental Reading I. Because attitudes, interests, and aptitudes range from sixth to twelfth grade reading levels, a booklist is provided which shows titles of varied readability. The teacher helps students to choose appropriate selections. During four weeks of each half of the semester, students analyze and then synthesize responses to their novels. These analyses represent 20% of the midsemester and the final grades. Grading is based more heavily on content than mechanics. Students are also encouraged to understand that the journal grade can be joined with a 20% lab grade to strengthen 60% test scores. Consequently, students have a more concrete incentive for reading the books while internal values are being built. One ultimately hopes for student choice in reading for fun.

Reaction to what is read occurs in "The Reading Journal." The title page provides a timetable for the reluctant reader in that one can foster self-discipline to read by setting a prescribed number of pages for each week and each day until the book is finished. Once again, a concrete technique may help students to internalize reasonable goals for time management of a long-range assignment. For each of four weeks students must generate a written reaction to, at least, one fourth of the selection. They should be able to infer and to judge important features of narrative literature. They are expected to analyze, evaluate,

and then synthesize responses to character, conflict, major incidents of plot, theme and style.

While each student reads his own selection outside of class, the teacher provides excerpts from literature for classroom practice. Two student favorites during the past several semesters have been Ambrose Bierce's "The Boarded Window," and James Baldwin's "Notes of a Native Son." After an initial reading, demonstration and discussion include analysis of each of the literary elements: character, conclict, plot, theme, and style. Students also receive written material explaining these literary terms. They do several homework assignments for feedback about synthesis of what has been analyzed. All written material, handouts, and homework assignments are placed in a pocket folder which students will use throughout the semester. They may then refer to this material while writing weekly "Reading Journal" assignments in class.

Explications begi with analysis of character, conflict, and plot. Students are asked to identify central figures in the novel and to support their choices through traits which verify selection. Understanding plot is demonstrated through awareness of conflict and significant incidents. Students are encouraged to limit their remarks to a standard paragraph. They are often surprised that analysis fosters a tough skill--being concise. Each of the four papers will include a paragraph which summarizes a fourth of the novel.

Response to theme demands a single sentence or two of universal application. Because several examples must support a thesis statement, students continue to practice principles of composition as they analyze and synthesize what is read. At this point, the novel has been completed. Students often need assistance in reviewing character, conflict, and important incidents of the story to determine a possible main idea upon which the story has been built. They also need encouragement to risk a bit of judgment as they look between the lines for the main character's resolution

of conflict. This is no small task since many students have had little practice in explication. For too many, responding to literature has meant "telling the story."

Evaluation of the novel occurs in the final paper. Students may focus on any of the literary terms presented, but they must support judgment through concrete examples from the story. Character, conflict and theme are likely choices, but many want to add something about an author's style. They are encouraged to use terms like point of view and tone. If appropriate, they are also urged to quote from the story. One common mechanical error often cleared in their own styles is mastery of third person point of view. They become readers and critics reacting to another's product within the framework of academic principles and their own humanity.

Summary

Students should be encouraged to see the "connectedness" of what they read. One important means of encouraging practice in relating what is read to individual experience is critical reading. Educators need to stimulate readers who habitually turn to print for pleasure. These readers select material broadly and in depth. They question and evaluate as they read. They also enjoy interacting with others about what has been read. Ultimately, reading becomes more than a series of skills to be mastered. Integration gives readers a role to play in a complex tribute to being human.

Reference

Boyer, E.L. and Levine, A. A Quest for Common Learning. Washington, D.C.: The Carnegie Foundation for the Advancement of Teaching, 1981.

SAMPLE

BOOK LIST

1. Alive
2. All the King's Men
3. All Creatures Great and Small
4. All Things Bright and Beautiful
5. All Things Wise and Wonderful
6. All Quiet on the Western Front
7. An American Tragedy
8. Anatomy of a Murder
9. Animal Farm
10. April Morning
11. The Ark
12. Autobiography of Earl Campbell
13. Autobiography of Malcolm X
14. Autobiography of Miss Jane Pittman
15. Babe
16. The Bear
17. The Big Fisherman
18. Black Boy
19. Black Thunder
20. Blackboard Jungle
21. The Blacker the Berry
22. Blood on the Forge
23. Blood Relatives
24. The Blue Knight
25. The Bluest Eyes
26. Bull From the Sea
27. The Boys of Summer
28. Brave New World
29. Caine Mutiny
30. Call of the Wild
31. Cannery Row
32. Catch-22
33. Catcher in the Rye
34. Childhood's End
35. The Chill
36. A Choice of Weapons
37. The Chosen
38. Christy, by C. Marshall
39. A Circle of Children
40. Cimarron
41. A Clockwork Orange
42. The Cradle Will Fall
43. Cry the Beloved Country
44. Dandelion Wine
45. David Copperfield
46. Death Be Not Proud
47. Death of a Salesman
48. Deliverance
49. Diary of a Young Girl
50. Doctor Zhivago
51. The Door into Summer
52. Dr. Jekyll and Mr. Hyde
53. Eight Men Out
54. Emmeline
55. Endless Night
56. Fahrenheit 451
57. Fair Day and Another Step Begun
58. The Family Nobody Wanted
59. Farewell to Sport
60. Fire from Heaven
61. Flight from Natchez
62. For Whom the Bell Tolls
63. Frankenstein
64. Free to be Muhammed Ali
65. Freelance Pallbearer
66. Gather Together in My Name
67. George Washington Jones
68. Giants in the Earth
69. The Girl in a Swing
70. The Glory of Their Times
71. Go Tell in on the Moutain
72. The Godfather
73. Golden Unicorn
74. Gone With the Wind
75. The Good Earth
76. The Grass Harp
77. Great Expectations
78. The Great Gatsby
79. Green Mansions
80. Guns of Navarone
81. Hawaii
82. The Heart is a Lonely Hunter
83. Helen Keller, the Story of my Life
84. Helter Skelter
85. The Hiding Place
86. High Road to China
87. The Hobbit
88. The Hound of the Baskervilles
89. Huckleberry Finn
90. The Human Factor
91. The Hunchback of Notre Dame
92. If Beals Street Could Talk
93. I Know Why the Caged Bird Sings
94. In Cold Blood
95. I Never Promised You A Rose Garden
96. Instant Replay
97. James at Fifteen
98. Jane Byre
99. Johnny Got His Gun
100. Johnny Treman

Study Skills for Successful Learning:
A Videocassette Series

Barbara Dogger
Navarro College

MID-TEXAS EDUCATION AND
RESEARCH CORPORATION
BOX 1170
CORSICANA, TX 75110

This series on study skills consists of four videocassette lessons with accompanying workbook lessons. The following units are included in the series:

- Getting Started for Success
- Listening and Note-taking
- SOAR Study Formula
- Successful Test-taking

Each unit consists of a videocassette tape and an accompanying workbook lesson. A workbook unit includes

A unit outline

A unit narrative

Follow-up activities

Finally, each lesson is adaptable both to individual seminars and to complete courses

Use These Tapes

As Introducers or Advance Organizers

We have found tapes to be very effective when shown to an entire lecture section as an introduction to a new topic of study.

The tapes act as advance organizers in helping the student structure a cognitive framework to which more detailed information may be added.

In An Audio-Tutorial Setting

The tapes have also been used very effectively in an audio-tutorial setting. Students use the tapes individually and in small groups both before beginning the audio-tutorial work as well as after its completion.

LISTENING AND NOTETAKING

Unit Objective: To learn and apply steps for successful listening and notetaking.

Learning Objectives:

1. To list and describe six listening faults.
2. To identify and define the introduction, thesis, body, and summary of a lecture.
3. To list and describe five steps to good listening.
4. To describe and evaluate four methods of notetaking.
5. To list and describe ten steps to good notetaking.
6. To describe, once again, the Cornell System of recording and reviewing lecture notes.

Enabling Activities:

1. Attend class lectures and discussion. (Listening)
2. View the videocassette "Listening and Notetaking" from the series, Study Skills for Successful Learning. (Iconic)
3. Follow along during the viewing of the T.V. lesson with the "Listening and Notetaking Outline" for Chapter (Reading)
4. Read Chapter on "Listening, Notetaking, and Studying Your Notes." (Reading)
5. Apply the Cornell System of notetaking to two class lectures of your choice. (Direct Experience)

EFFECTIVE LISTENING

Today, let's take a look at several lecture situations and decide on how best to listen and to take notes in order to learn. First of all, there are several listening faults which can greatly interfere with efficient listening...

I. Listening Faults

Daydreaming - How many of you find yourself daydreaming? It could be about anything--Friday night's date, football practice, or how great it would be to be outside... Daydreaming definitely gets in the way of good listening!

Closemindedness also gets in the way of good listening. If your instructor is someone with whom you disagree, it is easy to "turn off" and to refuse to listen.

False Attention - All of us have taken part in false attention. It IS easy to pretend to listen while thinking about something else...or is it?

Personality Listening - Along with closemindedness comes personality listening--where your appraisal of the speaker may interfere with listening. For example, one instructor may wear loud ties or have unusual mannerisms which draw your attention away from the lecture. Another instructor's manner may simply put you to sleep or it may make you angry. Any of these lecture situations would lead to an interference with effective listening. For this reason, it is important to withhold judgment about the instructor until the end of the lecture in order to remain free to listen effectively.

You should be listening for the thesis sentence because it is really the key to the whole presentation. Briefly summarize the thesis sentence in your own words and then jot it across the top of your notebook page as a reminder during the lecture.

C. Body

The third part of the speech is the body. This is the largest part the lecture, and it demands your most active listening. During a typical class hour, the instructor can only explain five or six main points. These points support his thesis.

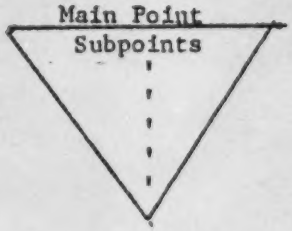
Most of the time is used presenting illustrations, examples, experiments, or data - subpoints which prove each of those main points.

Your job during this part of the hour is to figure out how the few main points and many subpoints are organized. There are several ways in which this might be done.

1. Deductive Organization

Deductive Organization is a format in which the instructor gives the main point first and then points out examples to support it. For example, your psychology instructor might say, "You should know that psychoses are very difficult diseases to treat." That would be the main point. Then, he would give examples and illustrations, some data about the treatment of psychotics, and so on. These would be subpoints which support the main point.

We can depict this format as a triangle, with its base at the top coming down to an apex at the bottom.



Memorizing - Some listeners try to memorize every word that is spoken by the lecturer. However, it is impossible to memorize information while you are listening to a speaker. Therefore, you will miss the message while trying to memorize word for word.

Finally, there is Intellectual Despair - in which you feel like giving up because of the difficult level of the material. However, the thing to do is to listen even more carefully to difficult information. This, coupled with asking questions and discussing the information, will help you to increase listening efficiency.

II. The Parts of a Lecture

In addition to avoiding these listening faults, you can improve listening by categorizing a lecture into its parts. If you use the following categories consistently and properly, you will find it easier to listen to what the instructor says. to retain what he has said. and to make note of what he has said.

A. Introduction

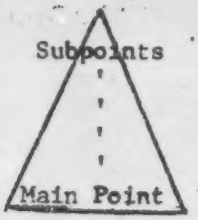
First, there is the introduction. By sharing some warm, personal story the instructor both gets your attention and tells you that he is ready to begin. This social greeting serves no instructional purpose.

B. Thesis

The second part, called the Thesis, is extremely important. It is the sentence or statement in which the instructor gives the topic for the rest of the hour. He may, for example, summarize briefly what he said in the last lecture and make a few short remarks as to how that development will be continued today.

2. Inductive Organization

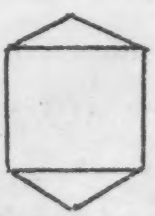
A second type of organization is called inductive organization. Here the instructor gives details and examples that lead finally into the main point. The following diagram illustrates this organization:



This format, the inductive approach is used in argumentative situations when the instructor wants to build his case slowly. Your job then, is to ask yourself, "What is the main point? What is the generalization?"

3. Mixed Format

There is, unfortunately, a third type of organization, called the mixed format. It is basically a mixture of the other two. In this situation, the instructor gives both generalizations and illustrations, with no particular organization imposed. It is very difficult to listen to such a lecture. The diagram illustrates this format:



If the instructor seems to organize this way, you really have two jobs. First, you must get down on paper the major points of the lecture. Then, you must sit down after class and reorganize your notes into a deductive or inductive format.

D. Summary

Next, the fourth part of any speech is the summary. This occurs, naturally, at the end of the lecture when the instructor wraps up everything he has said and restates the main points of the hour. When you hear the words, "In summary"..., you should listen very carefully, for it is here that you'll get a chance to check your understanding of what the lecture was all about.

We have just completed a consideration of the parts and organization of a lecture.

III. Steps to Good Listening

Next, we will consider some specific Steps to Good Listening. All of these hints should help you to listen more effectively.

A. Prepare to Listen

Your attitude in class is important. Decide before class that this lecture period will be worthwhile, and resolve to make it a learning experience.

Another way to prepare to listen is to keep ahead in your textbook reading. If you're like Joe here, the more you know about a topic ahead of time, the more interesting the information will be for you. Certainly, your listening will be more efficient because you will know something about the upcoming lecture.

B. Play the Role of a Good Listener

It is very difficult for the speaker to be coherent and logical if the listener isn't paying attention. If the instructor tends to be garbled and disorganized, perhaps it is because no one is paying attention to him.

C. Watch the Speaker

Watching the speaker will help you both to concentrate and to avoid distractions, and to notice important points in the lecture. When the instructor leaves the lectern and moves towards the students, it is a clue to you that he feels what he has said or is about to say is particularly important.

D. Note Vocal Clues

Note vocal clues such as questions posed by the speaker. These questions are a signal to you that the information is important.

Also, note pauses in which the speaker slows or even stops for a second or two. A pause usually means that the instructor wants you to write down what he just said.

Finally, when the professor gives vocal clues such as, "In the first case...," you should be alert to the fact that there is probably a second, third, and perhaps fourth case coming up. Each one would probably be worth a separate entry in your notes.

E. Listen Creatively

It is also important to listen creatively. This means to synthesize and to react while you are listening in order to anticipate what the speaker will say next, and to ask questions about the information as you go along. A creative listener is actively involved in receiving and synthesizing the information presented by the speaker.

All of these steps to good listening are important points to remember when working to improve the skill of listening in order to learn.

Listening and Notetaking Questions--

1. Describe the following listening faults:

   a. Daydreaming-
   b. Closemindedness-
   c. False Attention-
   d. Personality Listening-
   e. Memorizing-
   f. Intellectual Despair-

2. What is the purpose for each of the following parts of a lecture?

   a. Introduction-

   b. Thesis-

   c. Body-

   d. Summary-

3. Describe the differences between deductive organization and inductive organization in the body of a lecture.

4. List the five steps to good listening.

   a.
   b.
   c.
   d.
   e.

5. List the four purposes for notetaking.

   a.
   b.
   c.
   d.

6. Describe the following methods of notetaking. Note those methods which are recommended and those which are not.

   a. Verbatim Script-

   b. Selected Quotations-

   c. Preclass Outline-

   d. Headings and Statements-

7. List ten important points to remember in notetaking.

   a.
   b.
   c.
   d.

e.
f.
g.
h.
i.
j.

8. Describe the following steps in the Cornell Method of Notetaking:

   a. Record-

   b. Reduce-

   c. Recite-

   d. Reflect-

   e. Review-

Lesson Activity--

Take notes during one of your class lectures using the Cornell Method of Notetaking. (Be sure to prepare your note-paper by drawing the vertical line for the recall column. Then follow the steps described in No. 8.)

Teaching Thinking Processes

Carolyn G. Hartnett
College of the Mainland

Although thinking can be taught in many subject courses, writing is one natural place for it because writing freezes the expression of thought so that it can be analyzed. Reading, of course, is a reciprocal of writing in that writers must put in whatever readers take out.

Cognitive psychologists have done a great deal of work in the last decade in learning how the human mind works. They view people as active information-seekers who process their sensations and evaluate and revise in accordance with their own motivations. The psychologists attempt to separate the process into measurable timed steps. The first is paying attention. Then come noticing details and comparing them, recognizing patterns, making and revising tentative definitions, inferring what is not explicit, etc.

The processes which the cognitive psychologists are beginning to explore look very much like the traditional rhetorical modes of paragraph development (definition, comparison, etc.). In fact, one of the modern rhetoricians, D'Angelo, argues that rhetoric has lived since Aristotle because it reflects the ways in which the human mind operates.

When people express their thought in rhetorical forms in English, they need to use the terms that express relationships, because thinking is realizing relationships. The terms that express relationships between sentences are what linguists call cohesive ties because they tie sentences together into a paragraph of text. Specifically, definition uses as ties some classifications that are more general than the original word, but examples require terms that are more specific. For comparison and contrast, English provides ties like but and however, as well as comparative forms of adjectives and adverbs. In sequencing, writers may use comparative reference ties and signs of addition. For time sequence, there is a subgroup of conjunctive adverb (then, next, etc.), besides the system of tenses. Inferential reasoning uses conjunctive adverbs like therefore and thus to specify cause and effect; such reasoning also involves the ties of abstraction and hierarchical classification.

On a more fundamental level, when writers want to focus and hold attention on a point while they develop it, they use reference ties of third-person pronouns and demonstratives (such as it and this) and repetitions, synonyms, and the words that are expected to accompany one another. To add significant details, writers select signs of addition (like also and too) besides the ties for focusing attention. Writers may omit or substitute to elaborate without repeating. When authors intend coordination, they match tenses and create a pattern of parallel sentence structure.

All of these ties require the punctuation and grammar that is usually taught in a developmental writing course. Indeed, some people think that grammar, punctuation, and spelling are the only things taught in such courses. However, an efficient basic writing course is organized around the mental processes and the cohesive ties that express them (without using all the linguistic terminology). Students perform and express the mental

process that requires each type of tie, use the appropriate grammar and punctuation for it, and apply the skills in practical assignments with the related rhetorical purpose.

The success of such a course is reported in my research done in 1980. More recent research divided the ties and their related processes into those that merely hold attention on the topic and those that develop it rhetorically. This research showed that basic writers attempted both types of processes, but their major problems accompanied the latter rhetorical or manipulative type used for development. In fact, in only 17% of the classes did the worst writers express themselves clearly enough that two trained raters could agree that a manipulative tie was correctly used, although the raters agreed on 50% of the manipulative ties used by the best writers in the sample, and they agreed on 67% of all the attention ties. Clearly, basic writers need help with manipulative ties and the mental processes which they express.

Our basic writing course applies this research. It differs from the traditional course in its organization and its emphasis on specific mental processes. It has modern types of exercises (sentence-combining, cloze procedures, charts, etc.) and practical assignments (want-ad, business letter, interview, memo, summary, etc. through a practice essay exam). The attached plan outlines roughly what I have put into a textbook, Tying Thinking to Writing. Two ERIC documents that explain this project further are "Tying Thinking to Writing: Theory and Teaching" (ED 202 029) and "Cohesion and Mental Processes in Writing Competence" (ED 202 028).

CONTENT OF TYING THINKING TO WRITING

Process		Words	Mechanics	Rhetorical Communication
1.	Motivation	(Introductions)	(Course Placement)	Purpose, Audience
2.	Attention	Pronouns	Subject, Antecedents	Focus, Description
3.	Perception, Adding details	And, also, too, etc.	Completing sentences	Predication, classification
4.	Definition	Synonyms, Repetition, Demonstratives	Number agreement	Definition
5.	Seeing likeness	Comparatives, like, as, etc.	Modifier forms	Comparison
6.	Finding difference	Either..or, instead, etc.	Negatives	Contrast, Context
7.	Order by time	Then, next, etc.	Tenses	Narration, Process
8.	Problem-solving	Because, therefore, etc.	Subordinate Clauses	Cause-effect, Logical reasoning
9.	Elaboration, continuity patterns	Continuing, etc. Repeated structures	Thesis and topic sentences Coordination	Development, Support, Parallelism
10.	Patterns of spelling	Whatever needed	Spelling	All of above
11.	Summarizing	To add all this up, etc.	Quotation, titles	Main idea
12.	Abstraction	Higher level categories	Vocabulary	Definition and division
13.	Evaluating	Introductions	Revising	Persuasion
14.	Memory	Omissions	Editing, proofreading	Audience
15.	Organizing for review	Review of all	Precise reading	Essay examinations

Theoretical basis for the content of this course appears in the following works: Roy Lachman, Janet L. Lachman, and Earl C. Butterfield, Cognitive Psychology and Information Processing (Erlbaum, 1979); Michael A. K. Halliday and Ruqaiya Hasan, Cohesion in English (Longman, 1976); Charles

R. Cooper and Lee Odell, Evaluating Writing (NCTE, 1977); and Frank D'Angelo, A Conceptual Theory of Rhetoric (Winthrop, 1975).

Statistics comparing this course with the usual college basic writing course: Carolyn G. Hartnett, Cohesion as a Teachable Measure of Writing Competence, doctoral dissertation, Indiana University of Pennsylvania, 1980 (University Microfilms, Ann Arbor, Michigan, no. 80-26, 168; Dissertation Abstracts International, 1980, 41,105). For later research, see "How Cohesion Expresses Thinking," to be published in the Southwestern Journal of Linguistics.

ASSUMPTIONS AND CONTENT OF A COURSE IN BASIC WRITING

The rationale for a course in basic writing makes the following assumptions:

1. Rhetorical concepts such as audience, purpose, organization, etc. are guides to effective communication.
2. Rhetorical concepts require some mental effort from a writer.
3. Rhetorical concepts and their required mental processes are expressed in certain characteristic types of expression in written language. We call some expressions cohesive ties as they relate the content of one sentence to the content of another.
4. The characteristic expressions follow the standard conventions of edited English.
5. Basic writing students need to be taught whatever they do not already know in order to follow (a) the conventions of edited English as well as to use (b) the rhetorical concepts, (c) the mental processes they require, and (d) the cohesive expressions that relate them.
6. Students develop the skills needed for writing through specific instruction and creative communicative writing tasks that require combining the skills; composition is more than drills identifying separate items and hunting for errors.
7. The specific rhetorical, mental, expressive, and mechanical skills have general uses on an unlimited number of topics and can be taught and learned through a wide variety of methods. Good teachers will adapt to student needs and interest.
8. The specific mental processes probably develop naturally in a sequence from simple to complex, which only suggests a practical sequence for teaching them.
9. Writing is a messy, recursive process that improves ideas by going back over them, but for teaching purposes it includes the complex steps of (a) generating ideas, (b) drafting them, (c) revising them, and (d) editing them.
10. Although writing differs from speaking, if students in a basic writing class can already speak and read, they can learn the rhetorical, mental, expressive, and mechanical skills that writing requires.

Some of these assumptions are mentioned in "Standards for Basic Skills Writing Programs" (Tate, 1979). Others have been discussed in detail elsewhere. All of these assumptions led to the text, Tying Thinking to Writing. An instructor of writing wrote it in the second person to adult basic writing students. The "you" addressed is always the student writers.

Their reading level is not assumed to be much beyond eighth or ninth grade levels, although it may be. Neither is it assumed that these particular methods and assignments are the only possible ways of teaching the material; other teachers with different strengths, personalities, and students will prefer variations. Tying Thinking to Writing is merely one possible way of combining and presenting matter that must be taught.

TABLE OF CONTENTS

Part One: Theory	1
How Ideas Develop	2
Mental Processes Rhetoric	9
The Active Mind	10
Mental Processes in Inventory	12
Mental Processes in Arrangement	14
Mental Processes in Style	17
Mental Processes in Memory	18
Mental Processes in Delivery	20
How Sentences Relate	23
Lexical Ties	23
Reference Ties	24
Substitution and Omission Ties	26
Conjunctive Ties	28
Sequence of Tenses	29
Parallel Sentence Structure for Coordination	29
The Mechanics of Writing	31
Assumptions and Content of a Course in Basic Writing	33
Course Activity	35
Steps for Discovering What to Write	43
Necessary Words and Useful Words	44
Reading Level and Pre-Teaching	44
Variations in Assignments	45
Objectives and Tests	46
Attitudes and Examples	48
Experimental Study of Tying Thinking to Writing	49
References on Theory	51
Part Two: Aids	57
Aids to Unit One: Introduction and Purposes	57
Aids to Unit Two: Paying Attention with Pronouns	63
Aids to Unit Three: Adding Details	68
Aids to Unit Four: Definitions That Point	75
Aids to Unit Five: Comparing to Find Likeness	81
Aids to Unit Six: Contrast for Difference	83
Aids to Unit Seven: Time Order	85
Aids to Unit Eight: Reasoning to Solve Problems	92
Aids to Unit Nine: Levels of Classification	98
Aids to Unit Ten: Summarizing	99
Aids to Unit Eleven: Organizing and Developing	100
Aids to Unit Twelve: Using Patterns	101
Aids to Unit Thirteen: Catch-up, Spelling, and Spacing	103
Aids to Unit Fourteen: Revising and Evaluating	104
List of Necessary Words and Useful Words	108
References for Aids to Units	110

The Science Learning Center:
Self-Paced Learning to Fit Individual Needs
in Math and Other Sciences

William B. McCrady
The University of Texas at Arlington

WHAT: The Science Learning Center features facilities for individualized study including carrels with slide-tape projectors, filmstrip-tape projectors, cassette tape players, and videotape players. Computer facilities and computer-assisted intructional programs are also available.

WHERE: Rooms 105 - 113 Life Science Building
(Located on the ground floor at east end of building)

Office	Rm. 105
Computer Room	Rm. 106
Carrel Room	Rm. 107
Conference & Study Rooms	Rm. 108 -112
Science Career Corner	Rm. 113

Telephone: 273-2129

WHEN: 9:00 a.m. - 10:00 p.m., Monday - Thursday
9:00 a.m. - 5:00 p.m., Friday
2:00 p.m. - 8:00 p.m., Sunday

HOW: Come by the Office (Rm. 105) and look over the lists of available materials or ask the staff for assistance in making a selection. To check out the material, you will need your picture I.D. card.

Study materials for:
Biology 1301, 1447, 1448
Chemistry 1300, 1301, 1302
Mathematics 1302, 1303, 1315, 1316, 1324, 1325, 1326, 2325, 2326
Physics 1441, 1442, 1443, 1444

Plus materials applicable to upper-level courses and individual study.

It's that easy to be successful in your science classes!
Visit us soon!

Sample lists of materials available for physics and psychology are included. Extensive lists of materials available in Mathematics, Chemistry, and Biology are available.

160

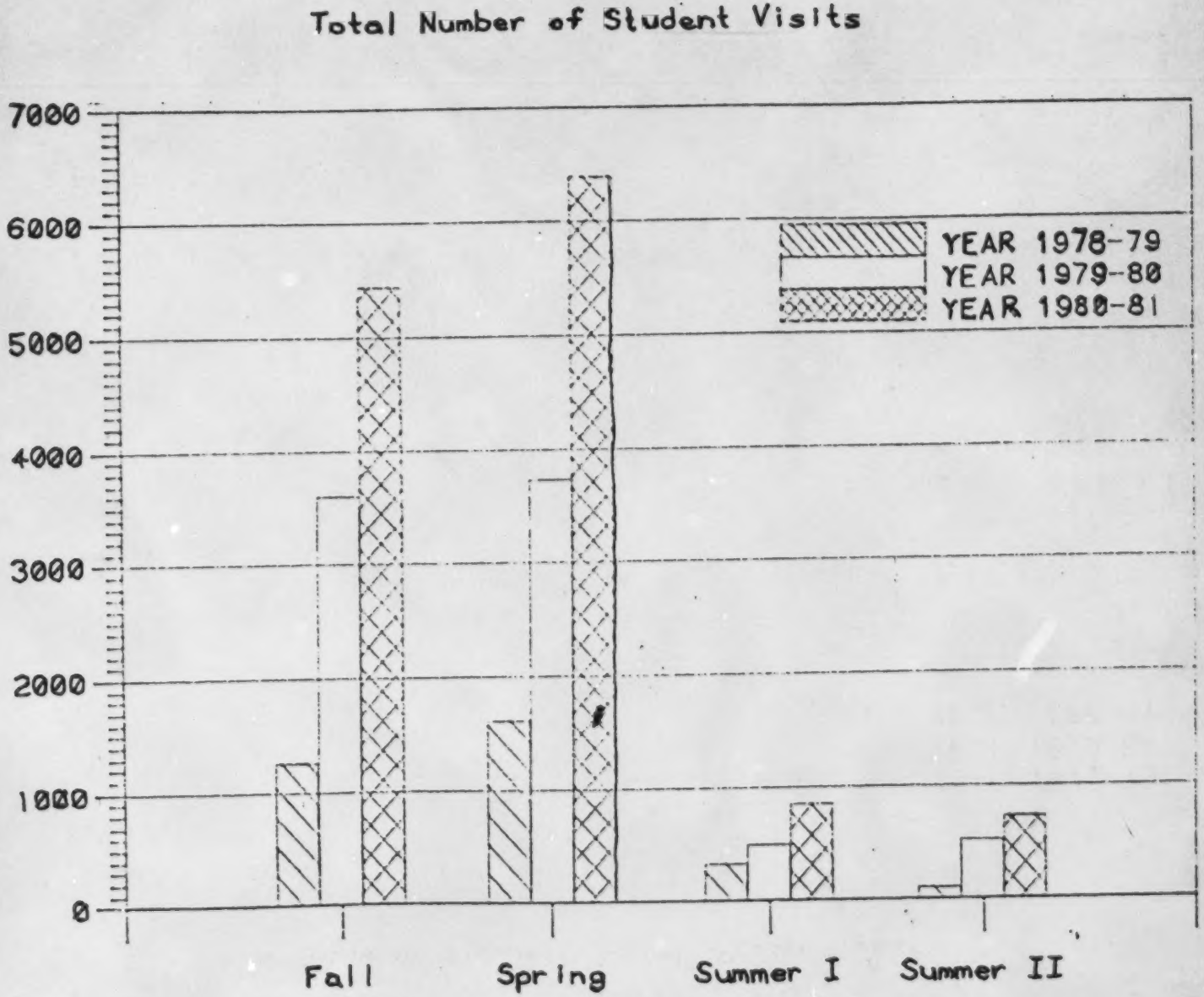

Total Number of Student Visits
7000
6000
5000
4000
3000
2000
1000
0
YEAR 1978-79
YEAR 1979-80
YEAR 1980-81
Fall
Spring
Summer I
Summer II

Figure 1

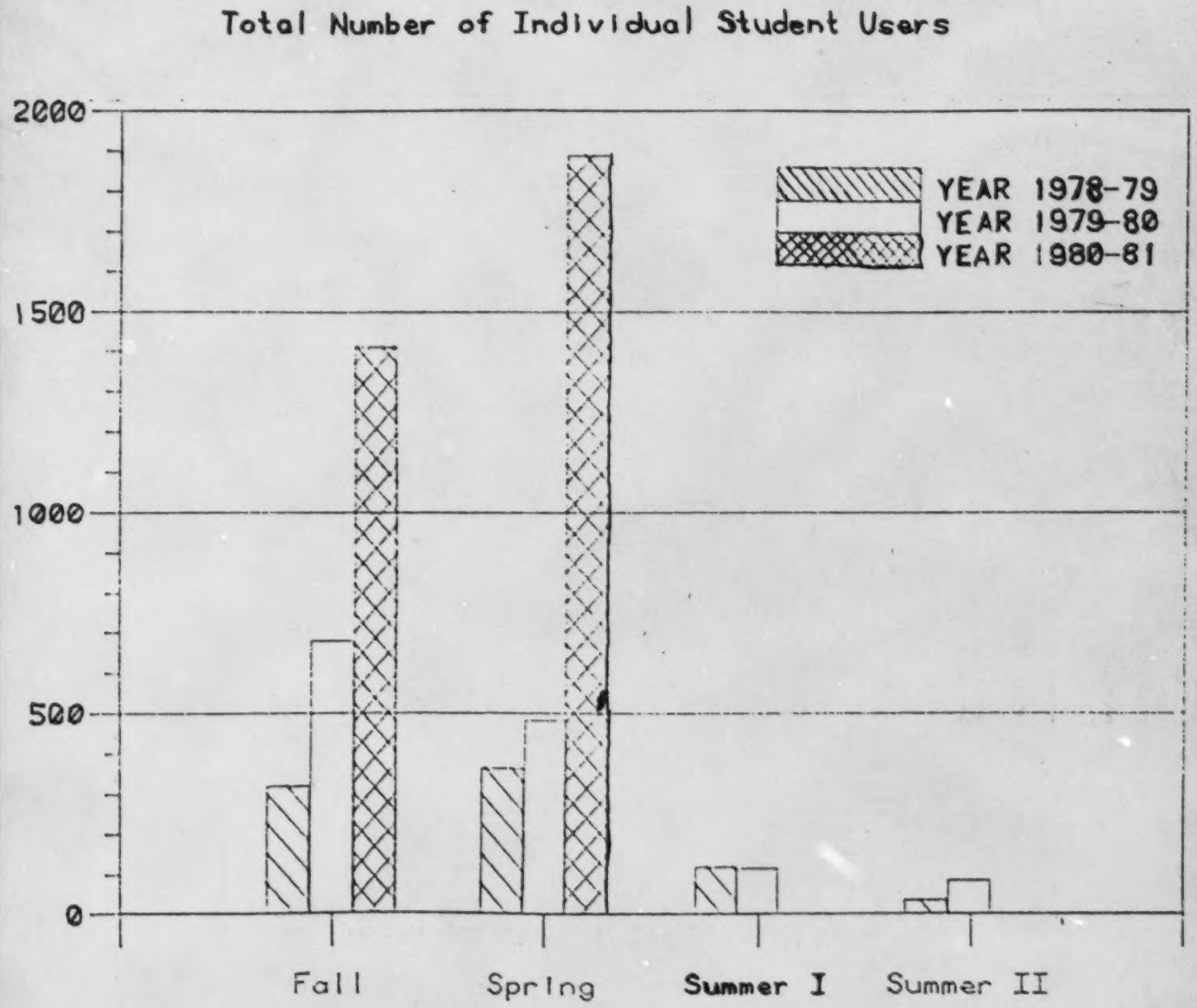

Total Number of Individual Student Users
2000
1500
1000
500
0
YEAR 1978-79
YEAR 1979-80
YEAR 1980-81
Fall
Spring
Summer I
Summer II

Figure 2

Total Number of Student Usage Hours

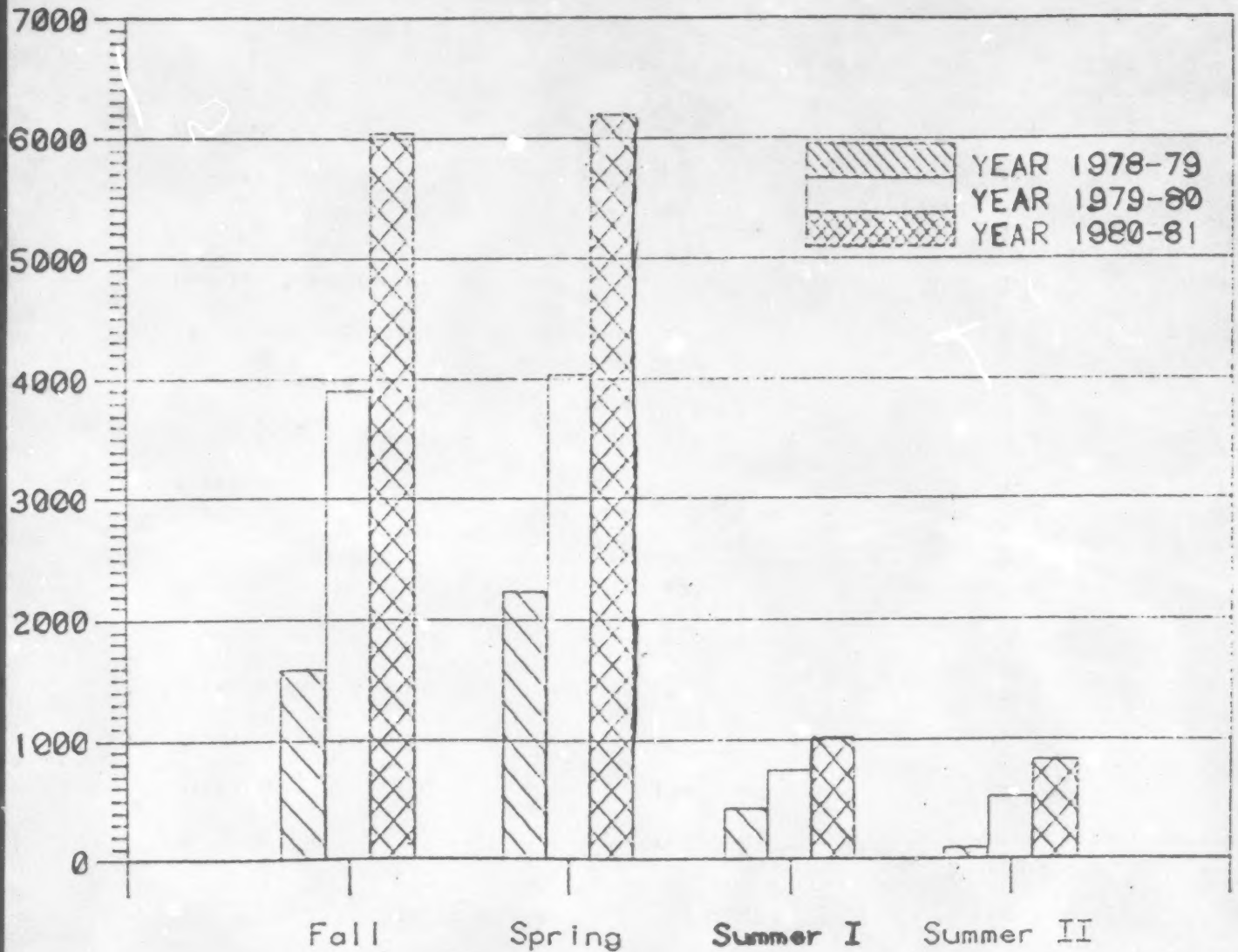


Figure 3

Table 6. Material Usage in Spring 1981

Materials	Frequency	% of all Material Use
Videotapes	1848	28.9
Tape-Problem Combinations	1237	19.3
Books and Workbooks	654	10.2
Exams	627	9.8
Carousel Slide/Sound Programs	606	9.5
Cassette Tapes (Audio)	438	6.8
Problems	273	4.3
Sound Pages	193	3.0
Sound/Filmstrip Programs	129	2.0
Microscope & Slides	106	1.7
Models (Tommy Torso)	101	1.6
Film Loops	92	1.4
No Material	69	1.1
Other Materials	24	0.4
	6399	100.0

Table 7. Majors represented in the SLC's user population.

Major	% of Users
Accounting	1.8
Aerospace Engineering	3.0
Architecture	1.9
Art	0.4
Biology	16.5
Business	4.7
Biochemistry	0.9
Chemistry	1.9
Civil Engineering	2.9
Communications	0.4
Computer Science	5.3
Criminal Justice	0.3
Pre-Dentistry	1.5
Dietetics	0.1
Drama (1 person)	0.0
Economics	0.2
Education	0.4
Electrical Engineering	10.0
English	1.3
French (3 persons)	0.0
General Engineering	1.0
Geology	2.4
German	0.1
General Science	0.1
History	1.1
Industrial Engineering	1.4
Journalism	0.9
Liberal Arts	1.0
Pre-Law	0.1
Mathematics	2.2
Mechanical Engineering	5.5
Meterology (1 person)	0.0
Music	0.1
Nursing	5.0
Pharmacy	0.8
Physical Education	2.4
Philosophy	1.0
Physics	0.4
Pre-Med	7.3
Political Science	0.6
Psychology	4.1
Pre-Veterinary	0.9
Sociology	0.7
Spanish	0.2
Medical Technology	1.4
Physical Therapy	1.7
Unknown	4.0

Utilization by College

Architecture	1.9%
Business	6.7
Engineering	29.1
Liberal Arts	10.7
Nursing	5.0
Science	42.2
Urban Studies	0.3
Unknown	4.0
	99.9%

Table 11. Departments, Courses and Instructors Indicated when Students Checked out Materials/Equipment

Department	Courses	No. Visits	Faculty Named	TA Named
Biology	20	2060	18	2
Chemistry	12	922	17	
Computer Science	3	4	3	
Geology	1	1		
Mathematics	12	1712	31	29
Physics	6	1262	4	1
Psychology	10	219	3	4

Table 12. Computer Usage at SLC — Spring 1981

	Morning Checks (9)	Noon Checks (18)	Afternoon Check
Terminals in Use	Avg. 2.9	4.5	3.5
Faculty/Graduate Students	0.67	1.6	1.5
Undergraduate Students	5.1	3.3	2.6

There were an average of 3.8 terminals in use at each check.
An average of 1.3 Faculty or Graduate Students in Computer Room per check.
An average of 3.5 Undergraduate Students in Computer Room per check.

Sample of Materials Available
Physics

FILMSTRIPS

Measurement of Scalars - Mass, Length, and Time; Length and Density; Mass, Weight, and Time; Mass, Length, Time and Density
Optics - Reflection, Refraction, Diffraction, and Interference
Quantum Theory - Particles and Waves
Radioactivity - The Atom, Decay, Contamination, and Protection
Solar Energy - Processes, Theory, and Systems
Special Theory of Relativity

AUDIO TAPES

Accuracy, Precision, and Experimental Error
Energy and the Three States of Matter
Fission of Nuclei by Accelerated Particles
How a Lens Focuses Light
Nuclear Fission
The Main Types of Radioactivity
The Spectrum of a Substance
The Structure of Crystals
Your Changing Concept of Matter

STUDY MATERIALS

Math Reviews for Physics 1441
Study Guide for College Physics

PROBLEM SOLUTIONS

For Dr. Terrell's Physics classes 1441, 1442, 1443, 1444

COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS

CENTRIP - Centripetal Force Analysis
ELEC1 - Series Circuit Analysis
ELEC2 - Parallel Circuit Analysis
EM1 - Linear Kinematics
EM2 - Projectile Motion
IC - Inelastic Collisions
OPTICS1 - Lenses and Mirrors
OPTICS2 - Reflection/Refraction
PHOTOELEC - Photoelectric Analysis
PROJECTILE - Projectile Motion Analysis
PULLEY - Pulley System Analysis
VECTOR1 - Generates Problems in Vector Analysis
VECTOR2 - Solves Problem in Vector Analysis
WAVE1 - Transverse Standing Waves
WAVE2 - Longitudinal Standing Waves

SYSTEM CAI PROGRAMS

BOUNCE - Simulates the throwing of a ball
CALORI - Problems in heat content
CHARGE - Uses the experiments of R. A. Millikan
DECAY1 - Constant rate radioactive decomposition
DECAY2 - Analysis of radioactive materials
KINEMA - Drill on the height of a thrown object

PSYCHOLOGY

Tape Cassettes:

I. Master Lectures on Physiological Psychology

A. Biochemical Substrates of Schizophrenia - Larry Stein
B. Psychophysiology of the Autonomic Nervous System - John I. Lacey
C. Biological Bases of Memory Storage Processes: The State of the Art - James L. McGaugh
D. Fact and Fancy about Biofeedback and its Clinical Implications - Neal Miller
E. Differentiation of Gender Identity - John Money
F. Current Sleep Research: Methods and Findings - Wilse B. Webb
G. Behavior Genetics: Current Status and Perspective - Kurt Schlesinger
H. Brain Function: Key Questions in the Study of the Brain and Human Behavior - Hans L. Teuber

II. Mini-Courses in Statistics

Part 1: Descriptive Statistics and Probability Distributions

Module 1: Intro to Frequency Distributions and Graphs
Module 2: Special Frequency Distributions and Frequency Polygons
Module 3: Measures of Central Tendency
Module 4: Measures of Variability
Module 5: Basic Probability
Module 6: The Binomial Distribution
Module 7: The Normal Distribution

Part II: Inferential Statistics

Module 8: Sampling and Sample Statistics
Module 9: The Hypothesis Testing Procedure
Module 10: Estimation of Population Parameters
Module 11:The t Distribution and t Tests
Module 12: Linear Correlation
Module 13: Prediction and Linear Regression
Module 14: The Chi Square Distribution
Module 15: Introduction to Analysis of Variance
Module 16: Nonparametric Tests

III. Slide Cassette Programs

Introduction to Psychobiology:
Unit 1: Aggression: Neural and Hormonal Determinants - Kenneth Moyer
Unit 2: Brain Control: Scientific and Ethical Issues - Elliot Valenstein
Unit 3: Brain Stimulation Reward - Aryeh Routenberg
Unit 4: Evolution of the Brain - Harry Jerison
Unit 5: Neural Correlates of Learning - Michael Gabriel
Unit 6: Feedback Control in Movement and Learning - Edward Taub
Unit 7: Food Intake and Weight Regulation: Neural Substrates - Hoebel
Unit 8: Mammalian Sexual Behavior - Elliot Valenstein
Unit 9: Meurochemistry & Behavior - Sarah Leibowitz
Unit 10: Neuropsychology of Hearning - George Moushegian
Unit 11: Neuropsychology of Human Memory - Nelson Butters
Unit 12: Neuropsychology of Sleep - Wilse B. Webb
Unit 13: Recovery from Brain Damage - Donald Stein
Unit 14: Modular Lab Sessions in Physiological Psychology - Thomas Perera

IV. Audio Colloquies

A. An Interview with Michael Gazzaniga (Parts I and II)-Split Brain Phenomena
B. An Interview with Frank A. Beach - Sexuality
C. An Interview with Peter Milner - Experimental Physiological Psychology
D. An Interview with Richard Thompson - Physiological Psychology
E. An Intervew with Karen Pribram - Human Memory & Perception

V. Audio Cassette Programs

BMA Titles

1. Relaxation, Meditation and Stress Management
2. Healing Components of Psychotherapy
3. Time-Limited Psychotherapy- New Research Evidence
4. Predicting Outcomes of Psychotherapy: The Results of Four Major Predictive Studies
5. Learning Effects on Somatic Manifestations of Stress
6. Prevention: Why We Must Change our Priorities
7. Autogenic and Holistic Techniques in Pain Management
8. Research Advances in Behavioral Assessment: The Example of Self-Monitoring
9. The Brain as A Health Care System: A Psychobiological Foundation for Stress and Behavioral Medicine
10. The Relaxation Response: An Innate Capacity for Dealing with stress

VI. Publications

A. Stereotaxic Surgery in the Rat: A Photographic Series by Richard K. Cooley and C. H. Vanderwolf (limited number of copies)
B. Psychology, Mussen, et al.
C. Physiological Techniques in Behavioral Research, Singh and Avery (limited number of copies

VII. Computer Programs

A. EXPERSIM
   1. Impringing (10 copies)
   2. Schizophrenia (10 copies)

VIII. Test Manuals

MCAT - 2
Math Refresher

APPENDIX A
Survey of Developmental Education Concerns

--What role should a remedial/developmental program play on a college campus? What are its goals and purposes? Should it be a service-type program or an instruction-type program? Who should be in charge of these programs?

--What are the advantages/disadvantages, functions/disfunctions of various types of organizational structures; what has been successful?
- o Centralized vs. department centered.
- o Housed in student affairs/counseling vs. academics.
- o Methods of delivery other than quasi-courses.
- o Team approach vs. individual teacher responsibility.

--Effectiveness of alternative delivery systems for remedial students; self-paced, labs, traditional, computer-assisted, etc. What methodologies and materials are most effective for attaining and maintaining student interest?

--What types of courses, sequences, or number of semesters should be in the developmental program? What scope of cognitive and skill content areas is appropriate? Where do you begin and where do you end? What is the most valuable subject matter given the limited time? Should developmental studies deal with self concept?

--How can comprehensive learning centers which provide easy access, tutoring, and assessment be established? How can tutors be trained?

--How can interdisciplinary cooperative efforts be effected?

--What support services should accompany developmental courses?

--Is there an economical way to have a developmental studies program?

--Should we reevaluate the purpose and need of human developmental courses for ill-prepared students?

--What strategies can effect change in attitudes and work habits to help transfer learning to college/life skills? How do we help students accept responsibility for their own learning in time management, motivation, etc.?

--How can the developmental curriculum be structured to provide the reading/writing skills <u>actually</u> <u>needed</u> for college success?

--How can the differentiating characteristics of developmental students be accommodated?
- o What level of presentation is appropriate given the uneven entry level of students?
- o What are the needs of under-prepared students?

--How should developmental programs be staffed?
- o Faculty or professional staff? (salaries, status, evaluation)
- o What training should be provided?

Evaluation of Remedial Development Programs

--How should these programs be evaluated?

--How should accountability be demonstrated?

--What are the techniques for measuring program effectiveness?

--Is developmental/remedial education working?

--Does developmental/remedial education provide students with catching up needed to successfully complete college work?

--What are the best methods for monitoring student progress?

--Identify some research designs to measure program effects.

--Identify evaluation strategies to assess the worth of programs.

Effective Instruction for High-Risk Students

--Identify strategies that maximize learning for these students.

--Identify methods and techniques to reach these students.

--Identify alternative pedagogical techniques -- we know what they need to to learn, but traditional methods aren't working.

--Identify strategies to effect change in attitudes and work habits to transfer learning to college and life skills.

--How do you structure the program for success?

--Identify effective communication skills for teachers.

--Identify methods that work and that will improve students' academic level.

--Identify material proven to be effective teaching aids.

--How do we motivate students?

--How do we motivate faculty to alter techniques?

--The problem seems to be as much an inability of students to discipline themselves to study as poor instruction in earlier years.

--How can student retention and completion be improved?

Philosophical Issues Regarding the Role of Institutions of Higher Education in Remedial Education

--Should institutions of higher education be involved in remedial education? Discuss the philosophical issues related to the role of a university and the benefits to society.

--What can be done about the growing number of students with limited literacy now entering colleges? Is there any possibility for future improvement? How can the various levels of educational systems work together to solve this problem?

--How can articulation with high schools occur to produce better-prepared students?

--Should developmental studies be open to everyone or open only on a selective system based on predictable evidence of the entrant deriving benefit?

--Should open enrollment, which is often synonymous with revolving-door admissions, be condoned?

--To what extent should the state fund developmental education (which it has already paid to have accomplished in public schools)?
- o English is funded; should remedial math and science also be funded in senior colleges?
- o Should laboratory and tutorial facilities be funded as integral components of developmental work?
- o Should reimbursement rates be adjusted to reflect the actual costs of providing intense remedial instruction?

--Is remedial education working, and if not, should we continue? It seems there is a group transition and subsequent failure when the students enter regular courses. What are the college success rates of developmental students?

--Consider the statement: Developmental courses are for everyone, including fast learners.

--As promoters of excellence, how do we demand tasks of remedial students who are not in remedial programs?

--It seems there is a lack of educational development in high schools. Why is this so, and what are the solutions?

--How can the State Board of Education's assessment of basic skills programs impact remedial education in institutions of higher education? Should it be used to identify developmental-type students who wish to attend college?

--What is the appropriate linkage of developmental studies with the college/university and how can it be established?

- o Attaining coordination among the content areas to integrate reading/writing/study/communication/thinking skills into academic courses.
- o Attaining support and cooperation of academic programs and advisors.

--The problem of poor preparation may not be a simple consequence of poor education as we have assumed. Instead, the basic problem seems to be an inability on the part of students to discipline themselves and to have a strong motivation to succeed. How can the educational community best address this issue?

--How about remedial programs for students at the upper-division or graduate levels who have problems in one or two basic skill areas?

--Should credit be awarded for developmental work, including writing, reading, study skills, and math?

--What are the attitudes of senior institutions toward transferring developmental course credit from community colleges? Do senior colleges offer credit for developmental-type work?

Assessment Placement/Exit Competencies for Remedial Education Programs

--What are the most valid, reliable, and efficient means of assessing the entry skills of college students and determining their appropriate placement in regular and developmental courses?
- o Can ACT or high school grades be used as an effective measure?
- o Can the Texas Assessment of Basic Skills given in high school be used?
- o How do other institutions deal with the problems of logistics and materials in diagnostic testing and prescription for remediation?

--Of primary importance is the issue of mandatory placement; should students be given the option of taking remedial courses or should they be required to obtain remediation before admission to freshman-level work as in Georgia and other states?
- o Is the open-door concept violated by open college admission but limited program admission?
- o Can minimum competencies required for success in various college programs be identified? If so, is it fair to students to admit them to classes where they have no rational hope for success?
- o Can student motivation compensate for inadequate preparation?
- o Is program quality lowered by the presence of inadequately prepared students in college classes?
- o How do you get the message across to a public with learning deficiencies that developmental work can help them be more successful in life as well as in subsequent college courses?
- o How do you get an adult student who needs developmental/remedial help to enroll in the courses?

--Should competency be demonstrated before exiting from remedial classes?
- o How should exit competencies for developmental courses be determined and assessed?
- o How can effective entry and exit procedures which coordinate with the requirements of the college-level programs be developed?
- o What is the best way to measure achievement levels to determine when students are ready to move on to the required course work?
- o Should the competency levels required of students be dependent upon which college-level programs they intend to enter?

APPENDIX B
An Observer's Report

William B. Warde, Jr.
North Texas State University

General Observations: The democratization of education and the development and maintenance of remedial programs received most of the attention of the conference. A number of good things are taking place in higher education in Texas, yet the following points must be considered:

1. Open-door policies often result in institutions of higher learning having to deal with many students whose competence is at the grade-school level.

2. Statistics are often highly questionable since institutions and departments or programs need justification for their existence. Therefore, there is sometimes pride in just pointing out the number of students in a remedial program.

3. A great amount of teacher/institutional time and money is spent in offering remedial courses, many for credit, with Louisiana schools, for example, often requiring 16 hours of remedial work before allowing a student to enter the regular curriculum. It seems that many schools are doing the work of high schools and are proud of this.

4. Most remedial programs are geared to students' success in a given class, not so much to the idea of improved learning and performance in general.

NTSU's University Writing Center is unique in that it is not geared primarily toward helping students with particular class assignments or helping students pass a particular course. Rather, NTSU's program is aimed more broadly at improving and developing students' general writing abilities. Significant time is thus not spent on pre- and post-testing, nor is there major concern with measuring retention of details. The emphasis is on the learning that takes place between tutor and student, that creative interchange leading to improved learning and performance in general.

Summary of Sessions Attended

April 12, 1:45-3:00

Panel Discussion: Organization and Goals of Remedial Education Programs

Gilberto de los Santos--Pan American University: Remedial help in reading, English, and math is provided to 60 to 70 percent of Pan Am's students for an average of 12 hours per semester at an average cost of $106 per student. Various approaches, such as tutoring labs and short courses, are employed.

June Dempsey--University of Houston: Knowing the philosophy of one's institution and having a clear, parallel statement of mission and objectives of the learning center were emphasized. A large percentage of students are helped in a required minimum-core curriculum. The primary method of helping students was to provide supplementary aid, not primarily remedial but developmental, while students were involved in class work.

Barbara Dogger--Navarro College: Placement of students is an important first step as incoming students are screened, for example, by use of a diagnostic writing sample. Approximately 800 students are helped in the two long semesters.

Kay Henard--Amarillo College: A balance between service and instruction is attempted, with the learning center reporting directly to the academic dean. An attempt is made to measure retention rate of learning as course completion records are studied. Students below the sixth-grade reading level are identified; and, for those still weak, a conference and a third semester's work are offered in order to place these students in the work force.

Mary Lyons--Tarrant County Junior College: A core curriculum is required which includes three semesters of English: Developmental and Composition I and II along with labs, free tutoring, and counseling. Follow-up studies show that students receiving aid have a 30 percent better retention rate.

Richard Steinacher--Austin College: A course called "Communication Inquiry," involving thought, critical reading, and writing, has replaced the traditional freshman English requirement.

3:00 - 3:30

Selling Remedial Education to Faculty, Administrators, and Parents

Charles B. Florio--Kilgore College: The differences among remedial, compensatory, and developmental education were discussed, with the emphasis on developmental education which allowed a student's greatest potential "to naturally unfold." At a cost of about $11 a student, the results were positive: students' retention rates improved, and there was a positive influence on the college's achieving its mission. Support was gained for the program from faculty in six ways:

1. Faculty from various departments were used.
2. Evaluation results were explained to faculty.
3. Specific help was provided for certain groups of students such as those in auto mechanics and English classes.
4. The most improved students were "showcased."
5. Faculty and counselors were brought into the various classrooms, the labs, and the learning center.

6. Faculty members were encouraged to teach classes other than their usual, specialized ones.

Support was gained for the program from students in nine ways:

1. A strong orientation, testing and scheduling program was provided.
2. The best instructors were used.
3. Credit for developmental courses was granted.
4. Good facilities in a central location, the library, were provided.
5. Labs were staffed by professors from various areas.
6. Cut-off scores were developed for beginning classes.
7. Test results were made available to students.
8. Testing was not overdone.
9. Performance was emphasized.

3:45 - 4:30

Multiple small-group sessions of teams from various schools to discuss the program at their institution.

Patricia Heard--The University of Texas at Austin: The RASSL/Learning Services program, housed in a 5,500 square-foot area, charges $5.22 per hour for tutorial services but has university funds available for the needy. The program provides a wide variety of services: walk-in counseling, 24-hour telephone service 365 days a year, workshops on taking notes and examinations such as the GRE, self-paced learning exercises, talks to dorms and other groups, and independent study labs with carrels and Apple micro-computers (three excellent prewriting programs are available). For evaluation purposes, end-of-the-year conferences with tutors are conducted, and students tutored are regularly called and interviewed. In all, 7,000 of 48,000 students are reached in the basic program. and 18,000 students a year are involved in both in-house and outreach programs. Publicity is gained through mass mailouts to faculty who are teaching entry-level classes, visitation is made with appropriate faculty and department chairpersons, individual faculty are invited to serve as co-chairmen of workshops in their areas, and massive, general mailouts are made concerning methods of study in particular areas with invitations to visit the center.

8:15 - 9:00 Keynote Address

Dr. Hunter Boylan: Measuring the Success of Remedial/Developmental Programs

Stress was on the fact that "we don't measure what we do very well." Numbers and positive students' comments are not very good measures and most measurement systems are one shot and extremely limited. One should study the purpose for an evaluation and strive to make it help the program. It is often valuable to know the ethnic breakdown of the students involved, and a great variety of testing methods should be used. Conditions should be reported simply and directly, with the use of appropriate graphics such as bar and other types of charts. (The talk was rather general.)

April 13, 9:15 - 10:15

Panel Discussion: Philosophical Issues Regarding the Role of Institutions of Higher Education in Remedial Education

David Geddes--Lamar University: Remediation is an old problem as can be noted in a statement about the need for remedial work issued by Harvard in 1871. In Texas, the number of students needing remedial work is very high. Standards have been lowered so that institutions can "stay on a growth track." The major problem is in the high school, with the quality of education poor because the good teachers have been driven out. Mr. Geddes stated that there should be higher requirements for graduation from high schools, higher entrance requirements for higher education, and a systematic reevaluation of all college course requirements as well. He is opposed to remedial education: "We are treating the results rather than the cause." (Mr. Geddes' was a lone voice, and his conclusions were unpopular since most conference attendees seemed to be attempting primarily to defend their programs and to use statistics to their advantage.)

Roberto Juarez--Laredo Junior College: Remedial education is necessary as well as the "regular" university education; we have to deal with the world the way it is and work for the further democratization of education and raising of standards.

Richard Miller--Southwest Texas State University: Raising standards without providing remedial education is irresponsible.

Carmen Leal--El Paso Community College: It is dismaying to see faculty giving easy grades and passing unqualified students. Our education system needs to be changed: more students deserve to flunk, the state funding system is unfair, and the credit-hour system should be changed to something like the Montessori method.

10:30 - 11:00

Legislative Concerns--Introduction by Kenneth H. Ashworth, Commissioner of Higher Education

Kenneth H. Ashworth: Major concerns of the Coordinating Board are articulation between high schools and universities and the shortage of math and science teachers. Concerning remedial education, Commissioner Ashworth asked, "Why are we being asked to pay for this education again?"

Anita Hill--State Representative, Garland: Since it is impossible to fund all programs, how do legislators decide who gets what? Education is a major issue, since one-half of state revenues goes to education in one form or another ($26.5 billion for the next biennium). Concerning remedial education, Ms. Hill stated that waiting until the 11th grade to aid students was too late and that the emphasis should be concentrated on testing and so forth at the third, fourth, and fifth levels where much of the available revenue should be expended. (Ms. Hill, in a question-and-answer period, did admit that remedial work could still take place at the 11th-grade level). Senior colleges are a large part of the educational problem in Texas because they tend to be "elitist and look down their noses" at junior colleges. Legislators need more information, need to be educated on remedial education. Remedial programs are necessary; though not immediately cost effective, such programs ultimately will lessen welfare rolls. Teachers' salaries are low because the public has not supported the idea of higher salaries, but there is now a change since the public is now ready to support higher teacher salaries. "We have got to support higher salaries."

11:00 - 12:00

Discussion Panel: Assessment/Placement/Exit Competencies

Marcia Epner--San Antonio College: In higher education, the fight is on for the same students and the same funds. It is important to note that, since junior colleges play different roles from those of the senior colleges, all remedial funds should thus go to junior colleges. College students identified as being in the lowest 25 percent of high school graduates with reading levels below the eighth grade are enrolled in special programs.

Judith Olson-Sallon--North Harris County College: ACT scores did not provide desired results, so an in-house instrument was devised for testing math and English proficiency. In math, students had to work problems after being shown similar problems; and in English, students had to recognize such errors as comma splices. In the overall program, a move was made toward less testing and more work on grammar and writing ability.

Joe Zielinski--Tarrant County Junior College: Every student is assessed in order to identify those who need developmental work. The developmental program has both entry and exit testing, though more work on the exit competency examination is planned.

1:30 - 3:30: Multiple-Concurrent Mini-Sessions of half-hour duration

Impact of an Academic Skill Center on Underprepared Students

Mary Rossman, Mary Smith--Texas A & I University: All students enter the regular curriculum, and there are no remedial courses. Rather, based on the University of Missouri/Kansas City model, a supplementary educational program has been developed which stresses teaching students to think, conducts workshops for faculty, and provides extensive testing.

The Adult Learner as a Critical Variable in the Change (Learning) Process

Phyllis Brown--University of Texas at Austin: Historically, the role of the learner has changed a great deal because, for example, the synopsis, repetition method of learning is no longer followed. New methodology deals with semantics in which the active learner gains knowledge from an awareness of networking, noting relationships of ideas which fit together. Resistance to change is what makes teachers functional, but they must change (learn) at the same time that they resist, and they must recognize that students hold hard to their ideas in order to survive.

APPENDIX C
Workshop Evaluation

Workshop evaluation forms were completed by 92 of the 220 participants. The following is a compilation of the most frequently mentioned comments on the evaluation. The numbers in parentheses indicate the frequency of the item.

1. What was the most valuable aspect of the workshop?
   - The opportunity to get together with others to share information and ideas (45)
   - To see what other schools are doing with their programs (14)
   - The mini-sessions (12)
   - Hunter Boylan (9)
   - Panel discussions (8)
   - The diversity of presenters, participants, and topics (7)

2. What was the least valuable aspect of the workshop?
   - Not enough time, too many sessions (18)
   - Panel discussions failed to address issues in a meaningful way (13)
   - All were valuable (10)

3. Which workshop topic was most pertinent for you?
   - Philosophical issues (15)
   - Hunter Boylan (11)
   - Assessment/placement/exit (10)
   - Reading and writing skills (11)
   - Developmental math (7)

4. What other topics should have been considered?
   - Funding, budgeting, and legislative concerns (9)
   - Coordinating Board position regarding developmental education (5)
   - Specific evaluation, assessment/placement models (5)
   - Foreign Students, ESL, GED programs (5)
   - Provide some dichotomy for community colleges and universities (3)

5. What changes will you make in your own programs as a result of this workshop?
   - Carry out more extensive research, documentation, and evaluation of programs (15)
   - Modify concepts, methods, and instructional techniques in terms of Boylan's suggestions (14)
   - Modify assessment, diagnostic and placement procedures (6)
   - Strengthen study skills programs (4)
   - Add or expand learning labs (3)

6. What improvements need to be made in the workshop logistics?
   - Meeting areas not adequate (17)
   - Improve microphones (11)
   - Program too compressed and rushed (19)

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